

# OHIO UNIVERSITY ALUMNI JOURNAL

## A VIEWPOINT --- YOURS

The following report was prepared by Poul Brickmon, '46, chairman of the Alumni Association's publications committee.

In today's academic and business worlds, managers and administrators are being accused of making decisions that represent the viewpoints of the few rather than the many. The Ohio University Alumni Association is faced with making several decisions concerning the future of the *Alumni Journal*, and the board of directors has decided to assess and evaluate the opinions of the individuals concerned—the 46,329 members of the association.

In order to achieve this input, a survey card was included with each copy of the September issue of the *Journal*. The printing and mailing of the *Journal* represent the largest single expenditure of the association. Therefore, the board, in its attempt to reduce expenditures, directed the publications committee to determine what, if anything, could be done to make the association's investment in the *Journal* more economical.

The 2,769 alumni returning the survey card responded as follows: very interested in receiving the *Journal*, 69 percent; moderately interested, 27 percent, and not interested, four percent.

The responses indicated that the most important—or, perhaps, most interesting—section of the *Journal*, is the Class Notes, followed in order by

current campus news, inter-collegiate athletics, fund raising activities and local alumni chapter news.

Of all respondents, 85 percent said the *Journal* should be sent free to all contributors to The Ohio University Fund, Inc.; 54 percent said they would be willing to subscribe to the *Journal* if they are not contributors.

The current-year Alumni Association budget reflects an expenditure of more than \$24,000 for printing and mailing six issues of the *Journal* to all alumni. Based on the responses, the savings resulting from eliminating those who are not at all interested in receiving the publication would be helpful, but insignificant, in relation to total costs.

However, eliminating that group of alumni not interested in receiving the *Journal* if they do not contribute to The Fund would result in a substantial savings which could be allocated for other purposes.

The publications committee will present its findings and recommendations to the directors of the association at their June meeting. We anticipate that changes in content will be made to conform with the level of interests indicated by the survey.

In recognizing the importance of the *Journal's* role as a vital communication link between Ohio University and her alumni, the objective will remain to make this publication as effective, informative and relevant as possible.

## Photography Professor Bids Athens Farewell After "Visit" of 23 Years

By Jan Kissner Cady '65

Clarence H. White joined the faculty of Ohio University in September 1949. His teaching contract read: for a one-year appointment as visiting lecturer in photography.

What happened after that, however, was totally unexpected by this man from Maine, whose youthful dreams had told him to become a sea captain and who had spent all of his life near the ocean.

Within three months of his arrival in Athens, White had become head of the photography department, a position he

maintained until 1968 when he was named acting director of the School of Art. In 1969-70 he took a sabbatical leave, and during his last two years at Ohio University he has been assistant director of the art school.

He'll retire this June and, with Mrs. White (Ruth White, MA '56), will return to their home on the rugged coast of Georgetown, Me., where he'll have time to take his avocation as a seaman a bit more seriously.

Professionally, Clarence White is a photographer and

a teacher of photography—a vocation some might say he comes by naturally.

He is the son of Clarence H. White, avant garde photographer and teacher of the early 20th century, whose work ranks with that of Stieglitz and Steichen in the history of photographic art. The elder White, whose international reputation had been established by the turn of the century, founded the Clarence H. White School of Photography in New York City in 1914 when Clarence was seven years old.

"We lived in the same building with the school, and I was very much interested in what was going on, but with no idea of being a photographer.

"In 1918 my dad got me my first camera, a little box Brownie. I didn't have it very long. I went to a parade in New York—as I remember, it was a victory parade at the end of World War I—and as I was running along taking pictures of tanks and all sorts of things that I saw, I inadvertently dropped the camera. It hit my toe—a perfect drop-kick—and went out into the middle of Fifth Avenue. A tank rolled over it. I saw the camera afterwards; it was just flat. I didn't even bother to pick it up."

Despite that disconcerting moment, White became interested in photography and

(See Clarence White, page 7)



PHOTO BY HARRY SNAVELY

**CLARENCE WHITE, r., talks with Peter Bunnell, MFA '61, prior to the opening of the exhibition of his father's photographs at The Gollery in January.**

## CHW: A MASTER PICTURE MAKER

Clarence H. White was a very quiet and retiring person, who—as his son says—"got up his nerve and showed his work in 1896 in Cincinnati and won the prize." By 1899, when he was only 28, he had achieved an international reputation for his intimate and lyric genre studies. In the following decade he exhibited in Boston, Dresden, London, New York, Paris, Turin, Vienna and in the important salons in Chicago and Philadelphia.

"He was an exceptional photographer," observes Peter C. Bunnell, MFA '61, curator of photography at the Museum of Modern Art.

"His approach to photography was one in which the photographer became involved with the actual contrivance of the subject, rather than a more reactive approach where the photographer responded to scenes or events which occurred outside his own participation."

In his Newark, Ohio, surroundings, White—who was untutored and basically intui-

tive in his work—photographed simple scenes of young girls reading or playing blind man's bluff, women gathering apple blossoms and allegorical and mystical figures in the landscape. In his later years in New York City, he concentrated on portraiture, studies of the nude figure and pure landscape.

Partly because much of his creative energy went into teaching after he established the Clarence H. White School of Photography in 1914 and partly because he died in 1925 at the comparatively youthful age of 54, White is less well known than Alfred Stieglitz and Edward Steichen.

But, in the early years of the pictorial photography movement, White was recognized as one of the most gifted photographers.

"White became the photographers' photographer," Bunnell says. "He created a style which, at its inception, was unique in photography. He showed that photography relied on contemplation and planning, and that through the

continued use of picture subjects that did not vary greatly, he could come to a deeper understanding of their intrinsic emotion.

"His pictures defined the direction the photography medium was to take, but the 1926 memorial exhibition of his work ended public awareness of him."

Clarence H. White's photography is now in the process of being rediscovered and appreciated by the public.

A retrospective exhibition of his photographs opened last summer at the Museum of Modern Art in New York City, where it drew critical acclaim. The show, consisting of 92 photographs, is directed by Bunnell, who says the exhibition affirms White's position in the history of photography and provides an historical comparison to much contemporary work being done from similar motivation.

Bunnell did his master's thesis on Clarence H. White under the direction of the

(See Exhibition, page 3)



Clorence H. White



The old reference room (above) is now the Admissions Office (right).



PHOTO BY HARRY SNAVELY, '51

## CURTAINS FOR CHUBB



Students register where they used to check out books.



Chubb Hall opened November 29 as the central building for most Ohio University student services offices. It was remodeled at a cost of \$950,000, or approximately half the amount required to construct a comparable new facility.

What can we add?

Chubb is still a place where friends meet. But, there are few conversations spoken in hushed whispers, as students go about the routine business of registering, paying tuition, arranging for housing and requesting transcripts.

## ALUMNI REPORT

by J. David Scott, '59, MEd '60, Director, Alumni Affairs

Alumni chapter activities continue to be the focal point of the Alumni Association, and development/alumni staff members encourage you to contact them for assistance in planning local activities.

### Coming Activities

#### March

4 — Akron Women with Mrs. Mark Dennis, 710 Tree-

side Dr. Bert Szabo, naturalist, will speak on "Our Environment in the Metropolitan Parks."

9 — Akron Mothers at 111 Cascade Plaza, seventh floor, for an Ohio Edison Co. food demonstration.

18 — Cleveland Women at Camp Cheerful, Strongsville, for a Las Vegas party. Con-

tact Kay Brabander, '54, at 777-7957.

18-25 — Rome tour. Contact David Scott at Alumni Office, P. O. Drawer 869, Athens, Ohio 45701, (614) 594-5128.

28 — Dayton Mothers meeting at Patterson Memorial Center. David Peden of the county sanitation department will speak.

#### April

8 — Akron Women will view a slide presentation by University planner Alan Geiger. Contact Mrs. Harold White at 830-8814.

11 — Regional placement and admissions in Canton.

12 — Regional placement and admissions in Akron.

13 — Akron Mothers luncheon at Firestone Country Club. Program will feature a music group from the University and installation of club officers.

14 — Greater New York/New Jersey reception for prospective students at Hotel Manhattan. Jerry Reese, director of admissions, will speak.

25 — Dayton Mothers at Patterson Memorial Center.

#### May

5-7 — Mothers Weekend.

## Wanted: Nominees for Alumni Board

Four new members will be appointed to the Alumni Association Board of Directors this spring, and the nominating committee would like your help in selecting the men and women who you feel will reflect your opinions and ideas about Ohio University. The directors are charged with responsibilities which affect not only the alumni, but other aspects of the University as well.

Committee chairman Wallace Hodes, '43, and members Robert Reider, '39, and Olive Holmes, '38, point out that all nominees should be willing to attend at least two meetings a year in Athens and should be "a credit to the University and to their community."

The committee needs your recommendations by April 9. Alumni Association Nominating Committee  
P. O. Drawer 869  
Ohio University, Athens, Ohio 45701

I nominate the following person for a three-year term on the Alumni Association Board of Directors:

Name \_\_\_\_\_ Degree and Year \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Occupation and Title \_\_\_\_\_

Leadership qualities, honors and accomplishments:

\_\_\_\_\_  
\_\_\_\_\_

(Please attach extra sheet if more space is required)

Nomination submitted by:

Name \_\_\_\_\_ Year \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

## OHIO UNIVERSITY ALUMNI JOURNAL

FEBRUARY 1972, VOL. 3, NO. 3

The OHIO UNIVERSITY ALUMNI JOURNAL is produced by the Office of University Publications, Don Stout, '51, Director; Jan Kissner Cady, '65, *Alumni Journal Editor*; Harry Snavely, '51, *Photographer*. Published at Athens, Ohio, by the Ohio University Development Office, Jack G. Ellis, '57, *Director of Development*. Member of the American Alumni Council and American College Public Relations Association.

BOARD OF DIRECTORS of the Ohio University Alumni Association: Richard O. Linke, '41, President; Wallace Hodes, '43, Vice President; Ralph Beckert, '23, Secretary; J. David Scott, '59, MEd '60, Director of *Alumni Affairs*; Eugene F. Rinta, '38, *ex-officio*; Arthur Aspengren, '55, MA '56; Frank Baumholtz, '41; Milton O. Berry, '50; Paul Brickman, '46; J. David Carr, '42; Olive Will Holmes, '38; Wilfred Konneker, '43, MS '47; Emil Kustin, '40; Helen Galhoon Matthews, '54; Robert W. Rider, '39; George Voinovich, '58; Peter Yanity, '49.

## 1971-72 Academy Memberships Already Equal 1970-71 Number

With five months remaining in the current fiscal year, the number of new memberships in the Trustees' Academy has already equalled last year's number.

Eight persons recently joined Ohio's major gift society, elevating the total new membership for this year to 15 and the overall academy membership to 127, according to Jack G. Ellis, '57, director of development.

The new members are Dr. Lester D. Crow, '23, Mary Ellen Huffman Goldsberry, MS '64, Philip Goldsberry, MS '71, Peter L. Good, Dr. William Jasper, '41, Eleanor Jasper, Stanley Liss, '42, the Ohio University Women's Club of Greater Cleveland and two alumni who wish to remain anonymous.

A 1970 recipient of the Certificate of Merit for outstanding service to education, Dr. Crow has designated his academy membership for awards to two men and two women seniors in the College of Education. A retired professor at Brooklyn College, Dr. Crow is co-author of more than 50 books, many of which are used as texts for teacher education. A member of numerous professional organizations, he and his wife Rosamond live in Hollywood, Fla.

The membership of Mr. and Mrs. Goldsberry will benefit the School of Home Economics. Mrs. Goldsberry, on the University home economics faculty since 1968, is a graduate of Wayne State University and a former instructor at Ohio State. Goldsberry is service-safety director for the City of Athens. Prior to his recent appointment to that position, he was manager of Bromley Hall, a privately owned dormitory serving Ohio University students. He is a graduate of Ohio State, and both he and Mrs. Goldsberry are Athens natives.

Good is vice president of Lawhead Press, Inc., Athens printing firm. Good is also chief of the Richland Area Fire Department, a volunteer organization, and is active in several fraternal organizations. His family has long been associated with Ohio University and, brother John, '50, is an academy member also. Good's academy membership is for unrestricted use by the University.

The club was organized in 1939 to promote service, provide scholarships and support fellowship among Ohio University women. Since 1951, the organization has provided 27 scholarships, and its academy membership is designated for support of its scholarship program. Kay Layden Brabander, '54, of North Olmsted is president of the 300-member club and will serve as representative to the academy during her tenure of office.

One of the anonymous academy memberships has been designated for academic purposes, while the other is for unrestricted use by the University.

raphers a body of work which represents, in my opinion, a supreme example of self conscious picture making. White knew that he was creating something, and there's an act of authority in that which comes through in these pictures like in very, very few others—Stieglitz's pictures are not like this.

"What drew attention to White's work was his poetic, intuitive use of the camera for communicating a personal vision."

"This was one of the first times that a photographer had

He, his wife Barbara and daughter Kimberly reside in Athens.

Dr. and Mrs. Jasper's membership will go toward supporting the Lancaster Campus of Ohio University. A past member of the Alumni Association Board of Directors and a 1970 recipient of the Certificate of Merit, Dr. Jasper was recently appointed to the regional coordinating council for Ohio University-Lancaster. He is a urologist in Lancaster. Mrs. Jasper did her nurses training at West Penn Hospital in Pittsburgh, receiving an RN, and then did graduate study at the University of Pittsburgh and Catholic University. The Jaspers are parents of three children, Wanda Jasper Studley, '68, Bryon, '69, and Bill, who attended Ohio University and recently graduated from Urbana College.

Liss, a 1971 recipient of the Certificate of Merit, has been an executive with the New York Life Insurance Co. since 1948. A chartered life underwriter, life member of the Million Dollar Round Table and 1971 president of the New York Estate Planning Council, Liss has received numerous local and national awards and has the distinction of being New York's leading agent. He and his wife Norma, parents of two children, reside in Manhattan.

The Ohio University Women's Club of Greater Cleveland is the first Ohio University alumni organization and the second University-related organization to join the academy. (The Mothers' Club of Greater Cleveland recently joined the academy.)

"Even though we're highly pleased with the levels thus far reached, we have not received contributions from the vast majority of alumni," Ellis pointed out. "We're hoping this will be the year that every alumnus fulfills a financial commitment to Ohio University."

Ellis reminded alumni that questions, comments and suggestions are always welcome, and that in making a contribution, alumni may designate it for a specific purpose.

The address for The Fund is P. O. Drawer 869, Athens, Ohio 45701.



## Review Editors Seek National Visibility

There is no longer an *Ohio University Review*. In its place is a journal the editors hope will achieve what the former magazine never enjoyed in its 12-year existence — national visibility.

A change in name to *The Ohio Review* is only one of several changes being made by the editors, who anticipate that the new *Review* can assume the role once filled regionally and nationally by the *Kenyon Review*, which ceased publication more than a year ago.

*The Ohio Review* is a tri-quarterly now (formerly, an annual), and it is available only on a subscription basis (formerly, distributed free to all Ohio University faculty and to more than 600 libraries in the United States and foreign countries).

The content of the *Review* also has undergone some significant changes as the new editors, all members of the University faculty, seek to provide a vital and interesting magazine.

*The Ohio University Review* was originally conceived and used as an outlet for publication by the faculty. It moved steadily toward becoming a general review of wider appeal as it sought works by nationally and internationally recognized writers. But, while the quality of the publication remained consistently high, its visibility remained low.

In its new form, *The Ohio Review* will publish thoughtful articles of general humanistic interest and reviews that will attempt to view in perspective a selection of books of our time, together with what the editors hope will be some of the best poetry and fiction now being written in English.

In the fall issue, the first under the new editorial structure and title, the editors instituted a continuing special feature of the magazine: searching interviews with contemporary poets.

The distinguished American poet Adrienne Rich was the central figure of the interview in the fall issue, and Mark Strand will be featured in the winter issue.

Dr. Wayne Dodd, editor of the *Review*, has emphasized that the new publication wishes to avoid concentrating in any particular scholarly field.

"We seek articles which tend to cross discipline lines and which aim at the general, educated reader without specialized training in a given discipline," he said. "In short, we are trying to broaden our readers' worldview in the humanities, rather than further the increasingly narrow specialization which appears to be polarizing mankind today."

While University funding of *The Ohio Review* is limited, the magazine was helped this year by a \$3,000 grant from The Ohio University Fund, Inc., and was awarded a \$1,000 matching grant by the Coordinating Council of Literary Magazines.

Managing editor, Dr. Stanley Lindberg, who has been actively seeking support for the magazine, said the matching grant, if matched to its limit, will ensure success. He added: "In addition to the money, the national recognition the *Review* has gained al-



Adrienne Rich on campus.

ready by receiving the award has been an inspiration to the editors." Besides himself and Dodd, the magazine's main editors are Stanley Plumly, poetry editor, and Dr. C. G. Thayer, book review editor.

A one-year subscription to the magazine is \$5 or \$12 for three years. Make check payable to *The Ohio Review*.

Alumni are also urged to contribute as a friend, Mc-patron (\$50) or bestered (\$100 or more). Make check payable to The Ohio University Fund, Inc., and specify for *The Ohio Review*. Contribution includes year's subscription.

When subscribing or contributing, address: The Ohio Review, Dept. W, 346 Ellis Hall, Ohio University, Athens, Ohio 45701.

## PULLEN NAMED EDUCATIONAL VP

Dr. Maxwell Pullen, an Ohio University faculty member and clinical psychologist, has been named vice president for educational services by President Claude R. Sowle.

As vice president for educational services, Dr. Pullen will direct an area which includes cocurricular activities, residence life, student services and residence services and auxiliaries. In 1969-70, Dr. Pullen was chairman of the Task Force on University Services, one of six special groups appointed by the president to make an institutional self-study.

In his 19 years at Ohio University, Dr. Pullen has combined classroom teaching with clinical work in the Center for Psychological Services.

**Exhibition** from page one  
younger Clarence White in 1959-61 at Ohio University, and it has been through Bunnell's close association with the White family that this exhibition has come about. Ohio University received the exhibition in January for a three-week showing at The Gallery.

"I have always wanted to begin the process of literally rediscovering Clarence H. White for a wider public," Bunnell said during an interview in Athens.

"In this exhibition I wanted to show the younger photog-

tographers a body of work which represents, in my opinion, a supreme example of self conscious picture making. White knew that he was creating something, and there's an act of authority in that which comes through in these pictures like in very, very few others—Stieglitz's pictures are not like this.

"What drew attention to White's work was his poetic, intuitive use of the camera for communicating a personal vision."

"His legacy reinforces our contemporary realization that photographic vision can encompass the ideas and attitudes that intensify and mature through the determination suc-

cessively to plan and to penetrate. The work of Clarence H. White confirms that photography affects us like experience; it shows us what we see."

From Athens, the exhibition travels to: Indianapolis Museum of Art, March 13-May 2; Columbus Gallery of Fine Art, May 22-June 18; Cleveland Museum of Art, July 3-August 13; Richmond Museum of Fine Arts, September 8-October 8; Worcester Art Museum, December 7-January 21, 1973, and Krannert Art Museum, Champaign, Ill., October 21-November 11.

# CLASS NOTES

NOTE: Please send items for Class Notes to Miss Eleanor Minister, Director of Alumni Records, P. O. Drawer 869, Athens, Ohio 45701.

## 1912

Samuel O. Welday writes that he visited Europe last year with a party of 15, visiting France, Norway, Denmark and Sweden.

## 1917

Bertha Lively Ellinger, who retired in 1951 from the U. S. Department of the Interior, Bureau of Indian Affairs, now resides in Salt Lake City, Ut.

## 1920

Anna Heinle retired in June as a teacher in the Zanesville city schools.

## 1921

Chester E. Edgar has retired from his position as vice president-director of the Electric Power Equipment Co., Columbus.

## 1922 Reunion, June 1972

## 1923

Irl L. Fisher, since his retirement, spends winters in Tucson, Az., and the other months at his home in Port Clinton.

## 1925

Ben J. Ansley has joined the Akron office of McDonald & Co., investment firm.

## 1927 Reunion, June 1972

Albert "Bud" Doran retired in 1970 after 43 years as coach and athletic director for the Alexandria, Va., schools.

## 1928

Lawrence L. Jarvie retired in '71 from Fashion Institute of Technology, New York City.

S. Fred Lockhart (Bessie) retired from teaching after 43 years of teaching.

J. C. Conrad (M. Leone) retired from teaching in

## 1929

George A. Caswell has retired after 24 years with Taylor Instrument Process Control, a division of Sybron Corp., Rochester, N.Y. He resides in Rye, N.Y.

Mrs. T. K. Clarke (Margaret Heidlebaugh) is principal of Sovinski Elementary School, Cleveland.

Michael E. Palisin retired in September as metallurgist for the Youngstown Sheet & Tube Co., after 41 years of service.

Mrs. Roger A. Plummer (Bertha Sturgis) has retired from teaching after 30 years in the field.

## 1930

Mrs. Leigh Cadwallader (Zita M. Smith) retired after 21 years as head of the home economics department at Lindenhurst High School, Lindenhurst, N.Y.

## 1931

Mrs. Harry Sybrandt (Zetta M. Brooks) has retired after completing 39 years of teaching. She resides in Plymouth.

Mary I. Cooper retired in June after 39 years of teaching, 37 of which were spent in Bellevue where she resides.

Arthur W. Hendricks has retired from teaching and coaching.

Earl E. Pfleger will retire March 1 after 32 years service with Nationwide Mutual Insurance Co., Columbus.

Edna M. Teft has retired from the teaching profession after 45 years of teaching in Ohio.

Marian Wiles retired in June from the Struthers School System after 38 years in elementary education.

## 1932 Reunion, June 1972

Mrs. Gerald R. Clutter (Myrtle C. Allen) is a third grade teacher at York Elementary School. She lives on a farm near Deavertown.

Dale L. English retired from U. S. Steel Supply in October after 32 years of service.

## 1933

Lillian L. Aitken is assistant principal at West Tech High School in Cleveland.

Mrs. Warren Johnson (Kathryn Bell) retired in 1970 after 35 years of teaching in Logan.

Louis H. Heiger is a referee for the Workmen's Compensation Board for the State of New York.

Stacy F. Wolfe has been named manager of market development with the Firestone Foam Products Co. He is headquartered in High Point, N.C.

## 1934

Eleanore Adam is professor and head of the Department of Clothing and Textiles at Florida State University.

Dr. James M. Jablon is an associate professor of microbiology at the University of Miami Medical School, Miami, Fl.

Ralph L. Robinette has been named superintendent of the South Range School District, North Lima.

Clyde A. Voris, assistant professor of management at the University of Cincinnati's two-year University College, has been named inspector-examiner to the National Accrediting Commission for Collegiate Business Schools, Washington, D.C. A member of the Cincinnati faculty since 1952, Voris has held management positions with Albers Super Markets, Inc., and the B. F. Goodrich Co.

## 1936

Mrs. Max Levine (Marcella Lawrence) serves as a director of several community services and foundations in Houston, Tx.

Charles Rock Jr. and his wife own and operate an antique shop in Syracuse, In.

## 1937 Reunion June 1972

## 1939

Harry G. Entwistle, since retiring from the Air Force in 1968 as a lieutenant colonel, has been director of training, Baptist Memorial Hospital, San Antonio, Tx.

Robert W. Moyer is assistant superintendent of the Montgomery County Schools, Dayton.

Charles R. Standen is chairman-executive committee of Tatham-Laird & Kudner, Inc., Chicago, Il.

## 1940

Paul A. Baldy is manager of the Milwaukee Division of the Lien Chemical Co.

Mr. and Mrs. David Rabinovitz (Frances H. Cooper) reside in St. Louis, Mo., where he is executive director of the Jewish Federation of Saint Louis. She is an elementary teacher in University City.

James V. Galloway was promoted to major general last April 1 while at Fort Knox, Ky., and then took command of the First Armored Division with headquarters at Goepingen, Germany.

## 1941

Frank M. Duman is acting director of public properties and commissioner of the convention center and stadium for the City of Cleveland.

Stephen H. Fuller has been named vice president of the personnel administration and development staff of the General Motors Corp.

Chester C. Gober is district sales manager for Prudential Insurance Co. Mrs. Gober (Bette Parge) is rehabilitation counselor

## 1947 Reunion, June 1972

Mrs. Leo Gierl (Beverly Biers) is a librarian at St. Athanasius School, West View, Pa.

Milton J. Goss, retired naval aviator, is now self employed as an aerospace engineer. He resides in Miami, Fl.

James M. Hillard, director of The Citadel Libraries, has been selected to write a regular column for the *Wilson Library Bulletin*, a monthly publication received by college and university libraries throughout the country. In his column, "Right Center," Hillard discusses recent books which he recommends for library purchase.

Charles Pickens is superintendent of the Licking County schools.

## 1948

Mrs. George L. Swartz (Ilo Cooperrider) retired from teaching after 37 years, 32 of which were spent in the Mansfield schools.

## 1949

Frederick R. Barrett is a licensed public accountant and treasurer of Olmsted Falls village.

Lewis Olson is engineering manager of the Wehr Steel Co., Milwaukee, Wi.

Dr. John O. Cotton is with the USAF Regional Hospital Orthopedic Brace Shop at Carswell AFB, Ft. Worth, Tx., after two and one-half years overseas.

Lothair Q. Hardesty is operations manager for General Filters, Inc., Novi, Mi.

William E. Meyer, a public relations and marketing consultant, has written a 16-page booklet entitled "Marketing Computer Products and Services: What is the Real Job?" Meyer is among new listings in the 13th edition of *Who's Who in the East*.

Robert H. Page has been selected to receive the distinguished alumnus award of the Department of Mechanical and Industrial Engineering at the University of Illinois. A member of the Rutgers University faculty since 1961, Page has been chairman of the Department of Mechanical and Aerospace Engineering since 1966.

John B. Palmer is director of Services for Handicapped Children, which covers 11 counties in southeastern Ohio.

F. Joseph Scharon has been elected vice president of the International Foodservice Manufacturers Assn. IFMA is a trade association of 250 national and international food, equipment and related products manufacturers.

## 1950

B. Richard Atkinson has been appointed director of public rela-

tions for the Stouffer Food Services Group of Litton Industries, Inc. In his new position, Atkinson will direct the public relations functions for Stouffer's frozen foods, restaurants, inns and management food services divisions and will have his office at the frozen foods' headquarters in Solon.

Roland Mandat is owner and principal of Roland A. Mandat, consulting actuaries, Denver, Co.

Russell A. Milliken (MED '59), former associate dean of the Ohio University College of Education, is vice president for administration at Lock Haven State College.

Jane Phillips and James W. Scanlon were married Sept. 13, 1970. They reside in Atlanta, Ga., where he is associated with General Electric.

David J. Shaw is home-school community agent at Columbus North High School.

## 1951

Robert E. Lugenbeal has been appointed vice president-corporate controller of Zurn Industries, Inc., New York Stock Exchange.

John Mitovich has been selected for inclusion in the 37th biennial edition of *Who's Who in America*. He is executive director of the Stamford, Ct., Area Commerce and Industry Assn. He and Mrs. Mitovich (Rebecca Webb '55) are the parents of six children.

Dennis L. Newberry has been elected a vice president of the Texas Gas Transmission Corp. He resides in Owensboro, Ky., where the firm's general offices are located.

## 1952 Reunion: June, 1972

Donald G. Bishop is a physical education teacher at Trenton Junior High School, Trenton, Mi.

William H. Lewellen has been elected vice president of Maritz, Inc., of St. Louis, Mo.

Doyle A. Saner is assistant to the president for public relations and finance in the Educational Fund Raising office in Ashland.

Dr. John G. Todd (MS '53) is assistant to the director, Indian Health Services, U. S. Public Health Service, Rockville, Md.

## 1953

Marie L. Aurand is secretary for Ft. Myers Photo Supply, Ft. Myers, Fl.

Leo H. Everett Jr. is plant manager for the Cummins Engine Co., Columbus.

Mrs. Richard Crowell (Marilyn Foxen) is teaching music by the Carl Orff System in elementary grades in Falmouth, Ma.

Quentin Himebaugh is maintenance engineer for the Diamond Shamrock Chemical Co., Painesville.

## Campus Open for Summer Programs



VISITING STUDENTS use the University's academic buildings and residence halls for summer conferences.

Ohio University's attractive facilities are available to adult and youth groups for meetings, conventions and programs of an educational or semi-educational nature.

With its variety of meeting, dining, living and recreational facilities, the University can accommodate many groups of different sizes and diverse needs. Among the 6,000 participants in special programs last summer were those attending sports clinics, a National Science Foundation institute and a chamber music workshop.

The Office of Workshops, Conferences and Institutes will assist groups in developing their programs and coordinating the required administrative services and facilities.

Alumni who are members of organizations seeking sites for their summer conferences may obtain detailed information by writing to the Workshops Office, 301 Tupper Hall, Ohio University, Athens, 45701.

John F. Letscher is president of a new corporation, Shaker Mortgage Corp., a subsidiary of the Shaker Savings Assn.

LtC William G. Powell is located in Stuttgart, Germany, after a recent tour of duty in Korea. He and Mrs. Powell (Joyce J. Burns '51) reside at Patch Barracks.

Norman R. Vitez is chief of the administrative division office of inspector general at Scott AFB, Ill. He and Mrs. Vitez (Evelyn Jordan '51) reside in Belleville, Ill.

## 1954

Phillip M. Nye has been named president of the Cleveland chapter of the Institute of Real Estate Management. He is vice president of management for the Frasier Management Co., Cleveland.

Earl Shoemaker teaches English and Spanish in Glenrock, Wyo., where he is president of the Association of Classroom Teachers. He received his MA in Spanish from the University of Wyoming.

Ralph S. White is an administrative assistant for the Marlin Drilling Co., Spring Tx.

## 1955

Mrs. M. John Markuson Jr. (Carolyn A. Bussian) is director of the instructional media center at Watchung Hills Regional High School in Warren, N.J.

Frank Carlson is a national buyer for Sears, Roebuck and Co., Chicago, Ill.

Robert A. Chapman has been appointed assistant plant manager of the Ford Motor Co. Mahwah Assembly Plant in Mahwah, N.J.

Mrs. Edmond Reese (Elizabeth Cicotte) is an elementary school guidance counselor in the Roseville, Mi., public schools.

John Klecan has been named recreation coordinator for the Cuyahoga County Association for Retarded Children and Adults.

James E. Runyon has been named marketing vice president for the Acacia Equity Sales Corp., a newly-formed subsidiary of Acacia Mutual Life of Washington, D.C. Mr. and Mrs. Runyon (Joan Davis '54) and their three children reside in Springfield, Va.

Dr. John H. Wood has accepted a position as professor of research and investment, an endowed chair, at the University of Birmingham, England.

## 1956

Donald D. Barry, professor of government at Lehigh University, Bethlehem, Pa., has been named co-editor-in-chief of "The Bulletin on Current Research in Soviet and East European Law," an international newsletter on the law of the Communist world.

Ronald E. Owens is a salesman in the college division of the Houghton Mifflin Publishing Co. of Boston, Ma.

## 1957 Reunion, June 1972

C. William Claypool has been appointed manager of the paper-board mill of the Mead Corp. in Cincinnati.

Ted R. Newsome is with the Corps of Engineers, Huntington, W. Va., in the planning branch of the engineering division.

James G. Saunders (MFA, PhD '67) has been named vice president for planning and administration for Kaiser Broadcasting, Oakland, Ca. Prior to joining Kaiser in 1970 he was director of the School of Radio-Television at Ohio University.

## 1958

Lawrence D. Dickens is director of admissions at Salem College in Salem, W. Va.

Robert C. Harrison (MA '60) is on a year's sabbatical leave from the Community College of Philadelphia, where he is an associate professor. During his leave he will conduct a study and evaluation of community colleges throughout the country.

Dr. James E. Hunter is practicing internal medicine in Thomasville, N.C.

William K. Loftus has been named director of the newly formed Division of College Relations at Wheeling College. Loftus, a former director of alumni relations at his alma mater, went to Wheeling College as director of alumni and development and, during his

## MDs Asked to Mark Elliott Lecture Dates

The annual Rush Elliott Lectureship Weekend will be held October 13-14. While plans are incomplete at this time, interested persons are urged to reserve these dates and to watch for further announcements in the *Journal* and in the mail.

The event annually provides the opportunity for graduates, now in the medical profession, to return to Ohio University for a banquet and lecture, designed to honor Professor Rush Elliott. Dr. Elliott, who has been on the faculty for more than 45 years, will retire in June 1973.

He is the holder of the first Rush Elliott Professorship at Ohio University.

first year as director, doubled the college's income from foundation grants and gifts from friends.

Dwight H. "Chip" Mutchler has been appointed supervisor of salaried personnel in the transmission division of the Ford Motor Co. He and Mrs. Mutchler (Carol Starkey) reside in Dearborn, Mi.

George Voinovich has resigned from the Ohio House of Representatives to become Cuyahoga County auditor.

## 1959

Mrs. W. Dale Romesburg (Sandra G. Dunipace) is president of northwest suburban Phi Mu alumnae of Chicago, Il.

Jean B. Huffman is an instructor in history at Macon Junior College, Macon, Ga.

Dr. Lamont T. Jacobs has been appointed metropolitan chairman of the 1972 YMCA membership enrollment in Hamilton. Dr. Jacobs, an orthodontist, has offices with Dr. John Chesher in Fairfield.

John D. Lebold is general manager of the Owens-Illinois Corrugated Container Plant in Bradford, Pa.

John H. "Jack" Pollock has been named manager, production systems, for plants of the Ohio Brass Co. in Mansfield, Barberton and Newell, W. Va.

## 1960

Mrs. Donald W. McElfresh (Frances R. Addis, MEd '70) is a counselor for the Caldwell Exempted Village Schools.

Walter S. Coleman is superintendent of schedule development for Pan American World Airways in New York.

Richard L. Kirschner is a senior program editor for the CBS Television Network in Brooklyn, N.Y.

Mrs. Charles H. Ebinger (Joyce A. Martin) has been elected president of the Jackson County Women's Republican Club of Jackson, Mi.

James P. Miller is an attorney in the law firm of Buckley and Miller in Wilmington.

David H. Parker is a community relations manager for the Ohio Bell Telephone Co., Strongsville.

## 1961

Capt. Donald T. Becker is serving as an EB-66 navigator at Korat RTAFB, Thailand. Mrs. Becker (Judith Sprague '62) and their two sons reside in Rancho Cordova, Ca.

William Ellers has joined the food and pharmaceutical division of process and equipment sales at Dorr-Oliver, Inc. He will be located at the company's Elmhurst, Ill., office for the midwest states.

Donald W. McCarthy (MEd, PhD '68) is director of elementary education for the Richmond schools in Virginia.

Jerry P. Rhinehart is district manager for Eryan Perfumes, Inc., in New York City.

## 1962 Reunion, June 1972

Mary Beth Crimmins is director of operations and standards for

the Community and School Food Service Division of ARA Services, Inc., in Philadelphia, Pa.

C. Brent Devore is director of development and executive director of the Kent State University Foundation.

Eugene A. Eggers (MS) is development engineer for the IBM Corp., Endicott, N.Y.

Mr. and Mrs. Glenn A. Long (MFA '64, PbD '70) (Carol Davison '64) reside in Towson, Md. He is curator of education at the Baltimore Museum of Art, and she is a teacher in the Baltimore County public schools.

Raymond E. Metz has been appointed budget manager in the corporate budget and control department of Owens-Corning Fiberglas Corp., Toledo.

Mrs. Ralph L. Fullwood (Nancy Parsons) is a guidance counselor at John H. Linton Intermediate School in Pittsburgh, Pa.

Jerry D. Wilson (PhD '70) is a lecturer in physics at Ohio University.

## 1963

James A. Frank is a plant pathologist with the U. S. Department of Agriculture in Orono, Me., at the University of Maine.

Sister Rosemarie C. Glatz is working as a missionary with the Otomi Indians at Hidalgo, Mexico.

David D. Thomas is the Far East sales manager for the R. J. Reynolds Industries International Division, headquartered in Hong Kong.

## 1964

Charles N. Baker (MA '66) is assistant professor of mathematics at West Liberty State College in West Liberty, W. Va.

Mrs. Merles Robboy (Lynda Robinson) teaches at Gault St. School in Van Nuys, Ga.

## 1965

John R. Browne is one of 19 individuals in the United States selected as 1971-72 Washington Interns in Education. Since September Browne has been an intern-staff associate with the National Council for the Social Studies in Washington, D.C.

John B. Holden Jr. is judge advocate with the U. S. Air Force. He resides in Victorville, Ca.

Tracey Moulton is a librarian at North Junior High School in Lima.

Mr. and Mrs. Leon M. Williams (Ellen L. Lepold) reside in Toledo. He is vice president and sales manager of Midwest Stamping & Manufacturing Co. in Bowling Green.

Ron Wormser is associate dean in the Graduate School of Education at Harvard.

## 1966 Reunion, June 1972

Joseph Chance is a registered architect in the State of California. He is currently associated with the firm of Bull Field Volkmann Stockwell in San Francisco.

Mr. and Mrs. Terrill E. Eiler (MFA '69) (Lyntha Ann Scott '69) reside in Flagstaff, Az., where they are doing freelance photography.

Gerald A. France (MEd '71) is an instructor in physical education at Capital University in Columbus.

Jerry J. Hufnagle is a technical representative with Union Carbide in Farmington, Mi.

John C. Kikol is an attorney for Clevertrust Realty Investors in Cleveland.

Richard B. Newman is assistant supervisor and counselor at the Michigan Vocational Rehabilitation Center, Westland, Mi.

Michael Nolan has opened offices for the general practice of law in Nelsonville.

Mr. and Mrs. Thomas P. Nussbaum (Sherry Seiber) are residing in Denver, Co., following their September marriage. Both practice law in Denver.

Harvey L. Slade is assistant to the division manager, Bolens Division, FMC Corp., in Port Washington, Wi.

John Vosse is an information systems analyst at the Westinghouse Tele-Computer Center in Braddock Hills, Pa.

C. Michael Wear is a graduate student at Old Dominican University's Institute of Oceanography at Norfolk, Va.

## 1967 Reunion, June 1972

Mr. and Mrs. Jay F. Braden (Carol Rockhold '68) reside in Oxford. He is attending Miami University, and she is a librarian at Ross High School in Hamilton.

Barry H. Leeds (PhD) has been promoted to associate professor of English at Central Connecticut State College. His book, *The Structured Vision of Norman Mailer*, has been published by the New York University Press. He and Mrs. Leeds (Robin Cornwell) reside in Burlington, Ct., with their daughter.

Vivian J. Parker (PhD '71) is an assistant professor of psychology at St. Lawrence University in Canton, N.Y.

Michael K. Pratt has been transferred to the southwest district of the Babcock & Wilcox Co., with offices in Richardson, Tx.

Frank K. Schuster is a marketing representative for the IBM Corp. in Cincinnati.

Jeffrey B. Wilson is assistant office manager for New York Life Insurance in Akron.

## 1968

Thomas R. Burns is an attorney in Rochester, N.Y.

Ingeborg G. Chaly is an education counselor for the U. S. government in Mainz, Germany, and a parttime lecturer for the University of Maryland, European division.

Lawrence S. Cohen is a copywriter for Leo Burnett Co., Inc., in Chicago.

Marlene T. Dantzer is a designer for Mattel Toys, Ca.

Frederick J. Kiko (MSEE '70) is a member of the technical staff at Bell Telephone Laboratories in Andover, Ma.

Michael Luck has been appointed merchandise manager for the Robin Hood division of the Brown Shoe Co. in St. Louis, Mo.

Geoffrey L. Pace is a non-commissioned officer in charge of radio and television production, public relations and information for Aerospace Defense in Syracuse, N.Y.

Donald A. Perry is a certified public accountant in Dayton.

John J. Philomena is a project director for the environmental planning and design team currently planning the interiors for the new 60-story John Hancock Tower in Boston.

Mr. and Mrs. William E. Pugh (Susan Johns '71) are both teachers at Tri-County Vocational School, Nelsonville.

Mr. and Mrs. Robert T. Sauer (Ann Stater '70) reside in Massillon. He is an accountant with Republic Steel, and she is a biology teacher at Washington Hill.

Diana J. Lewis Walters (MFA '70) is a voice teacher and performer at Slippery Rock State College, Pa.

## 1968 MARRIAGES

Andrea Goldberg to Robert Davidson Aug. 8.

Harriet Lang to William A. Hagan June 12. They reside in New Castle, De., where she is a technician in the textile research laboratory of the DuPont Co.

## 1969

Kenny J. Fulton is in graduate school at the University of Cincinnati.

Janice Gentry is an educational correspondent in Corporate Educational Communications, New York.

Mr. and Mrs. Byrdell C. Goldsmith II (Kay Lynn Herpich '71) reside in Ashland, where he is supervisor of the tank plant and fiberglass division of the F. E. Myers and Brothers Co.

Philip R. Graf has been named to the position of assistant to the president at Bryant College. Graf was formerly administrative assistant in the Department of Management and Organizational Behavior and to the director of the Division of Research at Ohio University. He and Mrs. Graf (Carolyn T. Johns '66) reside in Providence, R.I.

Roger H. Griffin is in his third year of medical school at the University of Pittsburgh, Pa.

Mrs. Kenneth Pottle (Shirley Jenkins) has been appointed Head Start director for the City of New Bedford, Ma., and is doing part-

time graduate study in guidance at Bridgewater State College.

Mrs. William Bradford (Janet McKrasil) is a graduate student at the University of Rhode Island.

Mr. and Mrs. Alan A. Miller (Mary A. Nailler '71) reside in Chagrin Falls. He is a public relations staff associate with Standard Oil of Ohio in Cleveland.

Mrs. Kenneth Rea (Elizabeth Miller) is a first grade teacher in Padua City, W. V.

William Rider Jr. is attending Cleveland Marshall School of Law on a full tuition scholarship.

Paul D. Soider (MED '70) is an instructor in behavioral science at Columbus Technical Institute.

Mr. and Mrs. Ronald D. Stevens (Beverly J. Swain) reside in Landstuhl, Germany, where he is stationed with the U. S. Army. Mrs. Stevens is a teacher in the American dependent schools.

Karen A. Tam is associated with the Department of Public Information for the State of Kentucky as a photographer for the governor.

Mary E. Vermaatec is teaching fifth grade at Valley Forge and attending Ohio State University.

Georgia Warfield is a teacher in the Columbus schools.

## 1969 MARRIAGES

Catherine "Katie" Kaufman to Robert J. Healey Aug. 14. They reside in West Hempstead, N.Y.

Denise VanMeter to Roger S. Rinehart Sept. 17. They reside in Dayton, where he is associated with the Dayton Childrens Psychiatric Hospital.

## 19

William P. Glaser is an advertising representative with Sun Newspapers, a suburban newspaper chain in the twin cities.

Maria E. Goebel teaches in Chillicothe.

Michael A. Gorshe is co-manager of the Kroger Co. in Columbus.

Richard A. Gotschall is a photographer for the Troup and Pluto Studio in Canton.

Richard J. Greeoe is a special representative for the Shelby Mutual Insurance Co. in Shelby.

Mr. and Mrs. Larry C. Grover (MED '71) (Elanna C. Hulzman) reside in Sabina. He is an assistant principal and she is a teacher for the East Clinton Board of Education in Lees Creek.

Dennis E. Hankins is a teacher for the Rock Hill Board of Education in Ironton.

Gary L. Haynes is stationed at Sheppard AFB, Tx., in a unit of the Air Training Command.

Lawrence K. Hedges is a teacher at the Fairfield School for Boys, Lancaster.

Charles W. Heiges is credit manager for Ametek/Lamb Electric in Kent.

Larry R. House is an agent for the Kentucky Central Life Insurance Co. in Dayton.

Norman R. Humphreys Jr. is an engineer for the Central Operating Co. (AEP), New Haven, W. V.

Donald L. Hutchins is assistant to the director of admissions at Wright State University, Dayton.

Mary S. Jagger teaches at Licking Valley School in Newark.

Hollace Ann Jarosz is a yellow pages advertising and traffic department assistant for the Marsha Advertising Agency, Cleveland.

Jon Dean Jones is a teacher in the Bedford public schools, Temperance, Mi.

Mrs. John L. Beissel (Bonnie S. Kauffman) teaches at Brookville High School.

Tom Ker is manager of a new branch of the Ker Tire Co. in Cleveland.

David M. Kinney is a teacher in the Frontier Local School District, New Matamoras.

Mr. and Mrs. Edward J. Kolp (Barbara S. Bair '71) reside in Canton. He is an electronic development engineer at the Good-year Aerospace Corp., and she is a teacher in the Jackson Local School District, Massillon.

Michael A. Kovach is a copywriter for the General Tire & Rubber Co. in Akron.

Bruce F. Kozak is a management trainee for the Libbey-Owens-Ford Co. in Toledo.

Linda Kay Loebell is a teacher for the Scioto Darby Board of Education, Columbus.

Phyllis J. Lunde teaches in Bellaire.

John J. McKenna (PhD) is an assistant professor of English at the University of Nebraska in Omaha.

Arnold L. Meager is a draftsman for Columbia Gas of West Virginia, Inc., Wheeling, W. V.

Paul D. Medbery is a teacher in the Morgan County School District, McConnellsburg.

Colin C. Miller is a sales engineer for the Diamond Power Corp., Lancaster.

Mary Ann Montgomery is a copywriter for Harry M. Miller, Inc., in Columbus.

Mrs. Donald Price (Sondra J. Moody) is a second grade teacher in Circleville.

William H. Murphy Jr. is a sales representative for Advance Schools, Inc., Parkersburg, W. V.

Nancy S. Page teaches in Elyria.

Mrs. Craig H. Parker (Gerry Palmer) is an education therapist at Athens Mental Health Center.

Grant R. Parsons received an MBA in June from Murray State University and is now enrolled in the School of Law at the University of Missouri.

Mr. and Mrs. Nicholas R. Paul (Penny E. Werger) reside in Ontario, Canada. He is a medical technologist for the Ontario Department of Public Health in Toronto.

Erick V. Petranek is a production engineer for Reymond Machine, Inc., Midvale.

Carol E. Peyton is a teacher for the Warren Local School District in Marietta.

Dale J. Poirier (MS, MA '71)

is a teaching assistant at the University of Wisconsin in Madison.

Larry E. Powell is a teacher for the Clay Local School Board, Portsmouth.

David B. Prior is a photographer for Baldwin-Lima-Hamilton in Lima.

Janet E. Prochl is a teacher in the Zane Trace local schools, Chillicothe.

Daniel L. Reed is a sales representative for the Carnation Co. in Columbus.

Mr. and Mrs. Richard J. Reysen (Candace McHaffie) reside in York, Pa., where he is a manufacturing engineer for the Borg-Warner Corp., and she is a teacher in the Glenrock School System.

Robert P. Ricards is a teacher for the Nelsonville-York School System, Nelsonville.

Amy Lou Rogers is an elementary teacher in Marietta.

Mr. and Mrs. David A. Rohr (Georgie A. Durst) reside in Miami, Fl., where he is associated with Florida Power and Light, and she is a teacher for the Dade County Board of Education.

Thomas R. Rose is with the Peace Corps in Batu Gajah, Perak, Malaysia.

Michael J. Roth is an expeditor with the Parker-Hannifin Corp. in Cleveland.

Mrs. Alan D. Westfall (Beth Ann Rouvier) is a lab technologist at the Wooster Community Hospital.

Mr. and Mrs. Kenneth R. Sanford (Myrna L. Lambert '69) reside in Centerville. He is an accountant for Dayton Tire and Rubber, and she is an English teacher at Miamisburg High School.

Therese R. Sheridan is a teacher coordinator at John Marshall High School in Cleveland.

Dick G. Sigler is operations manager for the Maintenance Service Co. in Silver Spring, Md.

Mrs. Robert E. Shaeffer (Betty A. Slager) teaches in Circleville.

Thomas Spray is teaching in Zanesville.

Mr. and Mrs. James A. Stone (Cary Lyno Hatton) reside in Dayton. He is a staff writer for the *Kettering-Oakwood Times*, and she is an English teacher in the Vandala-Butler School System.

Marcia A. Tardiff is a home economics teacher at Lincoln-West High School in Cleveland.

Mrs. John F. Norris (Carolyn Sue Tharp) is a medical technologist at Riverside Methodist Hospital in Columbus.

Barbara Tiffany (MED '71) teaches in Maple Heights.

William R. Turner is an accountant for Peter Beer, G.P.A., in Sherman Oaks, Ca.

Karen E. Tyo is a teacher in the Dawson-Bryant School District, Ironton.

Mr. and Mrs. James R. Vanetten (MBA '71) (Susan S. Davis '69) reside in Canton, where he is an industrial engineer for the Timken Co.

Barbara J. Vanfossen is a vocational home economics and job training teacher in East Liverpool.

Mrs. Larry E. Penix (Susan A. Waldeck) teaches at Johnstown Junior High School.

Mr. and Mrs. Bernard T. Walsh (Mary E. Rowse '67) reside in Lancaster. She is an occupational therapist, and he is an engineer for the Ohio Fuel Gas Co., Columbus.

Mrs. Thomas R. Ruoff (Barbara Sue Waltermire) is a teacher in the Scioto Darby Schools, Hilliard.

Susan R. Warfel is teaching biology at the Santa Catalina School for Girls in Monterey, Ga.

Alan G. Weber is an assistant analyst for Ohio Bell in Cleveland.

Clyde F. Wendel is a credit analyst for the First National City Bank of New York City.

Marsha M. Williams is an instructor for the Cleveland City Board of Education.

Mrs. Evert R. Mills (Laverna M. Wilson) is a teacher in the Indian Creek School District, Wintersville.

Thomas M. Wilson is a process engineer at Arthur G. McKee and Co. in Independence.

Mrs. Robert J. Pirozak (Marilyn L. Wyckoff) is an elementary teacher for the Bellaire School Board.

## 1970 MARRIAGES

Carol E. MacPherson '71 to Robert S. Bloom July 10. They

reside in Springfield, where he is a reporter for the *Springfield Sun*.

Suzanne E. Welsh '71 to Harry C. Edwards Jr. July 10. They reside in Port Clinton, where he is a division manager for Sears, Roebuck and Co.

Joyce E. Rutherford to David M. Frasure June 18. They reside in Lancaster, where he teaches at St. Mary Junior High School.

Patricia L. White '71 to Richard B. Gable Jr. Aug. 14. They reside in Elyria. She is employed by the Lorain County School System, and he is an industrial engineer.

Diane L. Hiatt to Vernon E. Bresler June 12. They reside in Lancaster. She is a teacher in the Amanda-Clearcreek School District.

Roberta Sue Donnenwirth '71 to Peter Y. Logan Sept. 12. They reside in Boston, Ma., where both are free lance artists.

Ann L. Montgomery to Thomas L. Maier Jan. 2, 1971. They are on an overseas assignment with Goodyear.

Deborah McRoberts '71 to Michael Mazzolini June 12. They reside in Rochester, Mi., where he is a graduate student at Oakland University.

Barbara L. Montgomery to Ronald E. Morrison Aug. 8. They reside in Lancaster, where he is a coach.

Beverly L. Parsons to Robert M. Buxton July 4. They reside in Warsaw, where she teaches.

Linda Marie Reed to Paul E. Davis July 31. They reside in Arlington, Va.

Judy Ann Rugg to Frederick Clements Sept. 4. They reside in Portsmouth, R.I. She is teaching physical education in Middletown, R.I.

Judith A. Watson to Mark J. Sutherland Aug. 14. They reside in Cleveland, where she is a fifth grade teacher at Tremont Elementary School.

Terry L. Kamenik to Ross W. Williams July 31. They reside in Ravenna. He is a sales representative and announcer for WTCL Radio in Warren.

## 1971

Beth A. Arcber is a home economics teacher in Zanesville.

Phyllis Ashcraft is teaching fourth grade in the Clermont Northeastern Local Schools in Owensesville.

Judith A. Becker teaches in Dover.

John J. Benavides is a credit correspondent for the Haughton Elevator Co., Toledo.

Barbara A. Berola is an associate buyer for Burdine's Furniture Store in Miami, Fl.

Mrs. Mitchell F. Stafford (Marilyn P. Bolton) teaches in Portsmouth.

Mr. and Mrs. Craig A. Bonar (Wendelin K. Eucker) reside in Warren, where he is a systems engineer for CM Packard Electric.

Ruby L. Bowman is a junior assistant dietitian for the Public Health Service in Staten Island, N.Y.

Mrs. Richard L. Wade (Brenda F. Brown) is a teacher for the Symmes Valley Board of Education, Willow Wood.

George K. Cannell is teaching at Newark Catholic High School.

Donna V. Chapple is a social worker at the Fairfield School for Boys, Lancaster.

Roger L. Childers is associated with the Ohio Parole Commission in Zanesville.

James J. Christian Jr. teaches and coaches at Fairfield Union High School, Lancaster.

Mrs. Ralph L. Galliford (Cynthia J. Clark) is a teacher for the Brunswick Board of Education.

Mr. and Mrs. Robert D. Climer (Evelyn Pugh '61) reside in Londonderry. Both are employed by the Scioto Valley Board of Education, he as a teacher and she as a librarian.

Molly R. Coen teaches first grade in the Lorain County School System, Elyria.

Charles L. Conrad Jr. is a teacher for the Fairfield Union Schools, Lancaster.

Donald L. Cooley is an engineer for W. M. Lewis and Associates, Portsmouth.

Polli M. Costein is a teacher in Granville.



OHIO UNIVERSITY STUDENTS greet Lyndon B. Johnson as he arrives on the campus' new West Green in 1964.

## LYNDON JOHNSON VISITS CAMPUS

LBJ's visit and other news-making events of the 1960's, such as non-academic employee strikes, students riots and major floods, are all part of the picture of Ohio University during its period of greatest physical expansion and soaring student enrollment.

*The Decade of the University: Ohio University and the Alden Years* presents an inside look at this controversial era, a time marked with uncertainty for higher education and for Ohio University.

The book was written by Dr. Meno Lovenstein, the Charles G. O'Bleness professor of economics at Ohio, and is available to alumni postpaid for \$6.50. (The distinctively designed dust jacket alone is worth that!)

Send a check payable to Ohio University to the Office of University Publications, Administrative Annex, Athens, Ohio 45701, and we'll ship you a *Decade* in a plain brown wrapper.

Robert J. Flynn is an industrial arts teacher at the Kano Government School, Nigeria.

Ray C. Fobes is an engineer for Packard Electric in Warren.

Paula M. Forma is a teacher for the Midview School System, Grafton.

Paul R. Gadke teaches in Mayfield.

Gloria P. Gaylinn teaches in Smithtown Central School District, Lake Ronkonkoma, N.Y.

Timothy R. Gearhart is a reporter for *The Herald-Dispatch* in Huntington, W.V.

Diana E. Gifford is a mathematics teacher at Morgan Local School, McConnelsville.

Robert H. Green Jr. is assistant plant manager for R. G. Industries, Inc., in Lakewood.

James G. Gregoric is a staff accountant for Ernst and Ernst in Cleveland.

Karen S. Groh is a teacher for the Montgomery County public schools in Rockville, Md.

Mr. and Mrs. Richard A. Guder (Susan R. Cau '69) reside in Lancaster, where he is a social worker at the Fairfield School for Boys.

Gayle Elaine Hains has been commissioned a second lieutenant in the U.S. Air Force upon graduation from Officer Training School at Lackland AFB. She is assigned to Maxwell AFB, Al., for duty as a supply officer.

Mrs. John F. Halenar (Barbara N. Hannan) is an elementary special education teacher in St. Clairsville.

Diane M. Harris is a field investigator in the marketing research division of Procter and Gamble, Cincinnati.

Mr. and Mrs. Randy D. Harris (Patricia A. Henry) reside in Columbus. He attends Ohio State Dental College, and she teaches at Johnstown-Monroe High School.

Frank A. Hawkins is a staff accountant for Arthur Andersen and Co. in Cleveland.

Karen S. Helle teaches at Pickerington Local Elementary School.

## Clarence White from page one

creasingly interested in photography during his teens as he worked with his father and the students at the White School. In 1925, during White's senior year at Friends Seminary, his father died while leading a student tour in Mexico.

"As a student, I used to help teach math and assist with chemistry and physics. After my father died, my teachers were very insistent that I ought to be a teacher. Here was the White School, and what was going to happen to it?"

White finished his final year at the seminary and then studied photography at the White School, receiving a diploma in 1927. For the next four years he did freelance photography and sold his pictures to such magazines as *Vogue* and *Fortune*. He also worked as a studio manager and lab man in New York City. He returned to the White School as an instructor in 1931 and by 1939 had worked himself up to director. The school ceased operations in 1942.

"When we closed the school, I said I was never going to teach again. I was filled up with the headaches of administration and, although I enjoyed the teaching very much, there was one thing about it that bothered me always. That was, having the responsibility for people who were going to make a career of photography. What I was saying was influencing them, and whether I had the right to do that bothered me quite a bit."

White says that what he has done during his 23 years with the Ohio University photography department is establish an environment which permits scholarly work by students and gives them the opportunity and the freedom to do their research and studies in an atmosphere conducive to good work.

"In such an atmosphere, I'm influencing people, but not so directly. I'm simply trying to get the student to establish what he wants to do. I try to encourage him the right way or, if I think he's not doing something the right way, I point out other aspects which might be more productive. That's the way it works all the time — developing the individual, letting him have the opportunity to create."

"I don't think you can teach a man to be a photographer. It's in him, and all you're doing is encouraging him and guiding him so that this comes out and eventually he establishes himself."

"I've enjoyed teaching very much."

The years 1942 through 1945 were spent on active duty with the Navy. White was training chief of the Naval Training School of Photography at Pensacola, Fla., and from that post was transferred to the headquarters staff of the Naval Air Technical Training Command as photographer. In that assignment, he prepared and edited *Technician's War*

and volumes one and two of the Navy's training manuals in photography.

"In the Navy, I became known as one-shot White because I would come in and take just one picture. Of course, I had been there before without a camera and had studied the set up and found out what it was all about. In most cases, the photography medium doesn't give you the ability to reproduce exactly what you see; it gives an entirely different impression. So, I would set up very soft and even lighting, arrange the whole thing and when I had everything the way I wanted it, I'd push the button."

The Whites never bought a house in Athens. They own a home in Maine, a 200-year-old farm house in Georgetown, where they moved after White left the service in 1945. He established a small school in a studio in Bath, and he concentrated most of his efforts into architectural photography. He returned to duty in the Naval Reserves and was senior still photographer with Joint Task Force Seven for the 1948 A-Bomb tests on Eniwetok just prior to coming to Ohio University.

"My interest always has been that photography be recognized as another art medium. We relate it to the other arts; the principles of design, composition and approach to subject matter are the same for a photography major as they are for an art major."

"I feel there is just one major difference between a painter and a photographer. A painter conceives his painting and starts to build it from the ground up, but at any point in the production of that painting he can change his concept. The photographer conceives what he is going to photograph, and he must make all the steps before he actually presses the shutter. Now, there is some manipulation in the darkroom — you can make a print darker or lighter or you can remove something from the picture — but the basic elements of that picture are set."

White says that since he stepped down as photography head four years ago, the department has gone more strongly fine arts oriented and less applied-oriented.

"Ohio University has the reputation of being the leading pioneer in fine arts education at the college and university level in photography. As I see the photography department developing now, it will provide more service to people who are interested in photography as a means of expression and to those who want to study photography, not necessarily do it."

"More and more there is a terrific pressure on photography. The public seems much more interested in and critical of it, and this, in turn, is becoming a challenge to the photographers."

At least 300 friends and students of White were at The Gallery the evening of Janu-

ary 18 for the opening of a retrospective exhibition of the work of the elder Clarence White. The exhibition, the first of White's work in more than 40 years, came to Ohio University from its first showing at the Museum of Modern Art in New York City.

Following the opening and a lecture by Peter C. Bunnell, MFA '61, curator of photography at the museum and director of the exhibition, the Whites were honored at a reception at the home of President and Mrs. Claude R. Sowle.

At the reception, Bunnell announced that a Clarence H. White Lectureship is being established at Ohio University. The lectureship will bring leading photographers to campus to work with students.

White says he is very, very happy about the lectureship — "It means my father's name, the name Clarence H. White, will be alive for a long time" — the exhibition and the honor he and Mrs. White have received.

"This rediscovery of my father's work has come at the right time. The people definitely are interested in it and excited about it. They're seeing again a man who was way ahead of his time."

"I've always felt that way about him, and I think this is why he was such a fine teacher. He did the same thing that I have tried to do — develop the individual."

Carole A. Sagatina teaches in Bellaire.

Marolyo S. Saunders is a computer analyst for Esso Mathematics and Systems, Inc., in Flora Park, N.J.

Dona E. Savitske teaches at Notre Dame High School in Portsmouth.

Timothy H. Schaeckel teaches in Zanesville.

Robin Wendy Schmidt is a special education teacher for the Meigs Local School District, Pomeroy.

Michael Schomburg is an industrial arts teacher for Union Local Board of Education, Oak Hill.

Cathy D. Schon teaches in Vermilion.

Carol E. Severance has been appointed assistant director of the Dairy Council of the Niagara Frontier Area, Buffalo, N.Y., where she will assist in carrying out the educational service programs of the council. Miss Severance resides in Williamsville, N.Y.

Mary Lee Sherman is a legislative correspondent for Electro-Media, Inc., in Columbus.

James A. Shonebarger is a tutor for the Lancaster city schools.

David D. Sigman is a broadcast announcer and newscaster for WVOP Radio in Vidalia, Ga.

Steven A. Silver is a foreman for the Ace Hardwood Flooring Co., Inc., Westbury, N.Y.

Mr. and Mrs. Larry A. Smith (Linda Forsyth) reside in Lorain. He is a trainee at the Elyria Savings and Trust National Bank, and she teaches in Lorain.

Sandra M. Smith is a teacher in Atlanta, Ga.

Nancy L. Spix is a sixth grade teacher for the Genoa Area Local Schools, Clay Center.

Larry D. Stanley teaches in the Raceland-Worthington, Ky., schools.

James M. Steiner teaches at Kenton Junior High School.

Ellen S. Strang is area editor of the Wooster Daily Record.

Jerry A. Svec is an engineer-in-training for the Ohio Department of Highways in Marietta.

Kenneth J. Tabellion is associated with Babcock and Wilcox in Barberton.

David Timothy Woods is a management trainee for the J. C. Penney Co., E. McKeesport, Pa.

Mr. and Mrs. Terrance J. Winzeler (Susan A. Traver) reside in Naperville, Ill. He is a district representative in the architectural construction market for the Libbey-Owens-Ford Co.

Barry R. Wyerman is a research assistant for Battelle Memorial Institute in Columbus.

Theresa Zbasnik is a receptionist for the North Hills News-Record in Pittsburgh, Pa.

### 1971 MARRIAGES

Cberyl M. Schaaf to Robert M. Bean Aug. 15. He is a varsity football coach at Ft. Frye High School, and she teaches home economics at the same school.

Cathie J. Bolen to Russell L. Rhoades, Aug. 22. They reside in Dayton, where she is a junior high school mathematics teacher.

Sharon Doerr to Dan Marsh Nov. 26. They reside in Cincinnati.

Barbara E. Eaton to Robert L. Barlow July 3.

Stephanie A. Smith to Terry A. Ellis Sept. 11. They reside in Detroit, Mi., where he is in industrial sales with the Anchor Hocking Corp.

Shirley E. Moore to Hugh E. Frey Jr. Aug. 21. They reside in Fostoria, where he teaches.

Marilyn Ann Stein to Barry L. Green. They are residing in Ann Arbor, where he is studying for his master's degree at the University of Michigan.

Jodelle M. Guidotti to Robert E. Zaworski Aug. 7. They reside in Chicago, Ill.

Janet C. Haaf to John M. Jacobs Sept. 4. He is attending Ohio University, and she is a teacher in the Nelsonville-York School District.

Patricia Haines to Brian Jaslin June 26. They reside in Columbus, where he is office manager for the Haines Insurance Agency.

Deborah Coulson Phillips to Steven E. Lewis Sept. 11. They reside in Newark, where she teaches at John E. Clem Elementary School. He is associated with the Atlantic Insurance Co., Columbus.

Carol A. Mallory to Clifford A. Lloyd. They reside in Cuyahoga Falls.

Claudia K. Stutzman to Randall J. Marthey Oct. 9. They reside in Orrville. He is an engineer-in-training for the State Highway Department in Ashland.

Martha A. Kindinger to Gregory E. Maust Aug. 29. They reside in Athens, where both attend Ohio University.

Kathleen Ano Zolciak to Randolph J. Maxa Jr. June 19. They reside in Washington, D.C., where he is a reporter for the Washington Post, and she is an administrative and research assistant at Georgetown University.

Michele Ann McAndrew to John R. Pearson Aug. 21. They reside in Marion, where she is an employee of the Eaton Corp.

Cheryl Clegg to David G. Metz Sept. 3. They reside in Toronto, where he is employed by the Kaul Clay Co.

Charlene Kay Mitchell to Jack W. Davis Sept. 4. They reside in Caldwell, where she is a sixth grade teacher.

Karen Y. Crozier to Gerald L. Narcisi Sept. 4. They reside in Shadyside. He is a teacher in the occupational lab of the Joint Vocational School, St. Clairsville.

Christina Peers (MA) to Jack L. Neely June 19. They reside in Columbus, where she is employed by Ohio State University, and he is attending optometry school.

Deborah Payne to David Elston Aug. 7. They reside in Chillicothe, where she is a teacher.

Antonina A. Hoffer to Roald Rabbu June 19. They reside in Piscataway, N.J.

Pamela J. Harwood to Jeffrey L. Reed Sept. 4. They reside in Athens, where both attend Ohio University.

Linda Lou Winters to Richard Schornstein June 26. They reside in Savannah, Ga., where he is a personnel officer with the Air Force.

Betsy S. Lehman to Jeffrey M. Smith Aug. 28. They reside at Ft. Sill, Lawton, Ok., where he is a lieutenant in the Army.

Susao L. Porter to Michael L. Smith June 5. She teaches in

Obetz, and he attends Ohio State University.

Kathryn L. Talbott to Paul E. Arick Sept. 4. They reside in Cambridge, where she is a second grade teacher at Park School.

Karen Wanetick to John M. Shane June 19. They reside in Martins Ferry, where she is a teacher at North School.

Lana Weber to David R. McFarland Sept. 2. She teaches French at Athens High School, and he is a graduate student at Ohio University.

Linda S. Richards to Lawrence W. Weitzel Sept. 11. They reside in Akron, where he is a management trainee for the Firestone Tire and Rubber Co.

Elizabeth J. Schwartz to Stanley J. Wenclewicz Aug. 14. They reside in Trotwood. He is employed by the Jefferson Township public schools.

Peggy A. Willard to Carl T. Robinson June 19. They reside in Hanover, N.H.

Jennifer Miller to Thomas C. Wollord Aug. 14. They reside in Lancaster. He is an accountant with Lybrand, Ross and Montgomery, certified public accountants, in Columbus.

Marita A. Zalenski to Richard L. Higgins June 26. They reside in Oberlin, and she teaches in Amherst.

## MARRIAGES

See your particular class year for marriages of class members.

## deaths

George C. Parks '08, who served Ohio University for 40 years, 25 years of those as University treasurer, Oct. 10. Parks Hall on the West Green was named in his honor, and he received a Certificate of Merit from the Alumni Association in 1955. A member of Delta Tau Delta, he is survived by his wife.

Frank B. Kurtz '10 April 30 in Royal Oak, Mi. He was a retired regional manager of the Marlin Firearms Co. A member of Phi Delta Theta fraternity, he is survived by his wife and three daughters, including Mrs. David Lanphear (Elizabeth Kurtz '56).

Mrs. Leo C. Bean (Julia Baker '11) Dec. 18 of an apparent heart attack at the Holzer Medical Center, Gallipolis. She was a former professor of dramatics at her alma mater. She is survived by two daughters.

Mrs. Dewey H. Harshbarger (Ora C. Lively '12) Dec. 30 in Columbus. She was a retired teacher. She is survived by a daughter, Elaine Lively Marten '38, and a granddaughter Charlene Lee Marten '68.

Mrs. Charles Lore (Florence Hibbs '16) Aug. 1 at Twin City Hospital in Dennison.

Dr. O. C. Jackson '17 in Woodsfield Dec. 8. He had been a practicing physician in Woodsfield for many years.

Mrs. Harold E. Craig (Alice Larkin '20) Oct. 25 in Washington, D.C. She is survived by her husband.

Mrs. Emmett Rowles (Jessie Hostetler '22) Oct. 31 in Athens. She was the widow of Emmett Rowles, former professor of physiology at Ohio. A member of Zeta Tau Alpha sorority, she is survived by three daughters.

Bonnie Farnsworth '23 Nov. 17 in Linn, W. Va.

Mrs. Bert Swoyer (Elizabeth Porter '24, BSed '42) Dec. 2 in Cleveland Heights. She was a retired teacher.

Howard B. Fuller '25 Dec. 8 in Columbus.

Mrs. Charles Carr (Alberta R. Judy '25) Nov. 28 of an apparent heart attack. She was a retired school teacher.

Virginia Wise '26 Dec. 7. She was a former music teacher in the elementary grades of the Bucyrus schools. She was a member of Alpha Xi Delta sorority.

Mrs. Roy Fowler (Zedna L. Barrett '27) Nov. 21 in Barnesville. She was a retired teacher.

(see deaths, page 8)

## Deaths, from page 7

E. Vance Springer '27, MA '32, Nov. 18 in Athens. He is survived by his wife and two sons.

Mrs. Joseph Keller (Ida Metzger '28, BSED '34) Nov. 27 in Canton. She is survived by her husband and two daughters.

Lela Foster Robins '29, BSED '53, Nov. 29 in Cambridge. She was a retired teacher.

Mrs. Harry C. Reichley (Margaret K. Sherlock '31) Oct. 14. A retired school teacher, she is survived by her husband, a son and a daughter.

Mrs. Joseph Bell (Elsie Ann Brehmer '37) Nov. 29 in Circleville following a long-term cancer illness. A former teacher, she is survived by her husband and four sons.

Leeda M. Pickard '40, MA '41, Dec. 21 in Athens. She was assistant professor of English at Ohio University.

Howard W. Neilson '46 March 30 in Lexington, Ky. He is survived by his wife, Betty Ferst '42.

Robert L. Judy '49 Dec. 29 in Rosemont, Pa., after an extended illness. For the past 11 years he had been associated with Bryn Mawr Hospital and was vice president for administration at the time of his death.

Robert Westlake '50 Nov. 3 after suffering an apparent heart attack while attending the Toronto Chamber of Commerce luncheon meeting. He was a partner in the Campbell-Hinkle-Westlake Insurance Agency. He is survived by his wife, a daughter and two sons.

Theodore Radosevic '52 Nov. 7 from injuries suffered in an auto accident in October. He was an engineer with the State Highway Department in Canton, and prior to that had been with Good-year Aerospace. A member of Delta Tau Delta, he is survived by his wife and four children.

Maj. Robert A. Young '53 Dec. 19 in the Navy Hospital, Portsmouth, Va. Major Young, a career Army officer of 18 years, was stationed in the headquarters office at Fort Monroe, Va. He is survived by his wife and three children.

Albert Parker '56 April 28. He was an engineer with RCA in New York.

George H. Haudenschild '60 Dec. 8 in University Hospital, Columbus, after an extended illness. He is survived by his wife, a son and a daughter. He was a retired teacher.

Gary E. Stuart '65 Nov. 14 as a result of injuries suffered in an auto accident. He was head wrestling coach and a teacher in Belpre. He is survived by his wife and two daughters.

James M. Stern '71 in an auto accident Oct. 6. He was a June graduate.

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# SPORTS

COMPILED BY FRANK MORGAN  
SPORTS INFORMATION DIRECTOR



PHOTO BY HARRY SNAVELY '51

AT MID-SEASON, Bobcat winter sports teams are contenders for MAC titles in basketball, swimming and wrestling.

## 'CATS HAVE UPS-AND-DOWNS IN UNPREDICTABLE SEASON

The 1971-72 Ohio basketball team has been both surprising and disappointing in recording a 6-6 overall record to mid-January.

Inexperience is probably the major cause for the inconsistent play.

With all-MAC performers Craig Love and Ken Kowall (MAC mvp) graduated, Jim Snyder had to rebuild his squad with guards Tom Corde and Todd Lalich as a nucleus and an impressive group of sophomores.

The Bobcats started strong as they defeated Muskingum in the home opener 76-66. After a loss at Northwestern (65-76), two very satisfying wins over nationally ranked Big Ten opponents Ohio State (79-68) and Indiana (79-70) catapulted the 'Cats to 17th in the polls. The glory was shortlived, however, as the 'Cats dropped five straight games.

Michigan edged Ohio 87-81 in the University of Michigan tournament, and the 'Cats lost the consolation game to Detroit 84-77. The low point in the Bobcat slide, however, had to be the 104-67 drubbing at Cincinnati. Two more losses to Marshall (81-88) and to Missouri (76-78) followed, but then the sunshine returned.

Three big wins over MAC opponents put the team back on the beam. The Bowling Green Falcons felt the Bobcat wrath 91-69 at BG, as did Kent (85-74) and Toledo (71-64) at home. These wins put Ohio in sole possession of first place with a 3-0 MAC record. Corde leads Ohio scoring with

a 19.5 average, followed by Lalich (13.9), Bob Howell (11.9) and Dennis Riccardi (11.7).

While Bobcat basketball has the largest following during the fuel-line freeze-up season, Ohio's other winter sports teams are attracting their own dedicated fans and showing them a good time.

John McColl describes his players' play as "inconsistent, but hopeful." Their 5-6 record in the early going is due, in part, to a lack of depth among the defensemen because of ineligibility and inexperienced replacements.

Wrestling Coach Harry Houska has had some fine performances from his grapplers, who are 4-2 overall, Sunshine Open champs and favored to win their third consecutive MAC title.

The brightest star among them is junior Russ Johnson, defending MAC champ in the 177-pound class who placed third in last year's NCAA tournament. He is undefeated this year with six straight, and Coach Houska feels he should be one of the favorites in '72 NCAA action.

Another contender for a MAC title is Coach Fletcher Gilders' swimming team. Although the squad has an even 2-2 at this writing, their wins are over MAC opponents Western Michigan and Bowling Green. Senior Brad Routsong is undefeated in dual meet competition and has set new pool and varsity records in the 1,000-yard freestyle.

## Phillies' Harmon Talks Baseball

By Frank Morgan

Spring training in major league baseball opens February 28, but for Ohio University product Terry Harmon, '65, it started before the new year was a day old.

Harmon, utility infielder for the Philadelphia Phillies since 1969, began working out right after the holidays. He's aiming for the regular second base job for the Phils.

Harmon was an All-American shortstop for Coach Bob Wren's 1965 Mid-American Conference champions, a team which won 28 and lost three for the school's third best baseball season on record.

"Coach Wren put the final touches on whatever hopes I had of becoming a big league ballplayer," Terry told me in a phone interview from his off-season home in Beverly, N.J.

"He (Wren) is one of the greatest fundamentalists in baseball today," Harmon offered. "He drilled us again and again, almost to the point of driving us batty — but when the situation happened in a game, we didn't even have to think — by then making the right move was a mere reflex."

"He made it all possible for me, plus he helped me in contract negotiations," Terry revealed. "Thank goodness I followed his advice, because when I signed it meant quite a bit more money to me then when I was first approached."

Harmon got his first break in the majors when he was optioned to the Washington Senators for the 1968 season and a Philly trade just prior to opening day caused his phone to ring.

"It was about 10 o'clock on the eve of opening day, and the Philly management told me to report to Chicago the next day where we were opening against the Cubs. I didn't sleep much that night!"

Harmon arrived in Chicago an hour and a half before game time. But the trip was worth it. He was called on to pinch hit late in the game and delivered a single off Ferguson Jenkins (winner of the Cy Young Award, given to the best pitcher in the National League, last summer).

Terry's best year was 1970 when he batted .248. However, when he was in the lineup, Philadelphia had its best winning streak of the year.

An off-season trade has opened up the second base job, and Harmon and Denny Doyle, who shared it last season, will duel it out in spring training from February 28 to April 5 in Clearwater, Fla.

Harmon, a Toledo DeVilbiss graduate, met his wife in the off-season two summers ago.

"Actually, I met her twin sister first, and she fixed me up with Kay on a blind date," Terry said. They were married before the next baseball season.

The future? "Don't know for sure at this point," he answered. "I may take a crack at teaching and coaching in high school or college (after

his playing days are over) or doing guidance work."

Advice to a youngster with pro baseball aspirations: "If you can get enough money (\$50,000), go ahead and sign right out of high school. But if you're offered less, go to a good baseball college like Ohio University."

Bob Wren on Terry Harmon: "He's one of the finest infielders I've ever had the privilege to coach, and we've had some great ones (including several major leaguers). But Terry was not only an All-American baseball player, he was an All-American citizen."

And that's exactly why the baseball season started for Terry Harmon before 1972 was a day old.

And when Curt Gowdy is calling play-by-play for the baseball "TV Game of the Week" this summer and the Phillies are playing (take your pick), check out the Phils' second sacker — he just might be Wren's ninth major leaguer in action.

## Snyder and Players Receive Praise

The Bobcats received unexpected plaudits January 27 from Hal Lebovitz, sports editor and columnist for the Cleveland Plain Dealer, as he wrote about the violence which accompanied the Ohio State-Minnesota game January 25.

"If I were a college president or a high school principal I would try to get the films of last Saturday's Ohio University-Miami game and Tuesday's Minnesota-OHIO State game and show them to my coach. In turn, I would have him show them to the players.

"Both games were of major importance to the teams involved. Not only did the Miami-OHIO U. contest have a MAC championship flavor, there was a strong rivalry involved."

"Ohio U. was favored. The game was on its home court. Miami outplayed its host. It was a frustrating afternoon for the Bobcats and their fans as they suffered their first MAC loss."

"Yet, the behavior of the players and spectators was exemplary. As I watched that game, I was more impressed by the respect the players showed for each other than the fine basketball they displayed. It was a real credit to the coaches, and especially to Jimmy Snyder, the Ohio U. coach, for it was his team that was taking an unexpected drubbing."

I had heard he was a great coach, but always a gentleman, and his players certainly reflected it. If they happened to commit a rather severe foul, they appeared genuinely sorry and went out of their way to shake the opponent's hand or give him an apologetic pat.

"Never did they make faces about the officiating. They accepted their own misplays, rather than try to blame them on the whistle-blowers . . ."

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# 13 Big Issues for Higher Education

**H**Igher education has entered a new era. Across the country, colleges and universities have been changing rapidly in size, shape, and purpose. And no one can predict where or when the changes will end.

Much of the current debate about higher education is prompted by its success. A century ago, less than 2 per cent of the nation's college-age population actually were enrolled in a college; today, about 35 per cent of the age group are enrolled, and by the turn of the century more than half are expected to be on campus.

The character of higher education also is changing. In 1950, some 2 million students were on campus—about evenly divided between public and private institutions. Today there are 8.5 million students—but three in every four are in public colleges or universities. Higher education today is no longer the elite preserve of scholars or sons of the new aristocracy. It is national in scope and democratic in purpose. Although it still has a long way to go, it increasingly is opening up to serve minorities and student populations that it has never served before.

The character of higher education is changing far beyond the mere increase in public institutions. Many small, private liberal arts or specialized colleges remain in the United States; some are financially weak and struggling to stay alive, others are healthy and growing in national distinction. Increasingly, however, higher education is evolving into larger education, with sophisticated networks of two-year community colleges, four-year colleges, and major universities all combining

the traditional purposes of teaching, research, and public service in one system. The 1,500-student campus remains; the 40,000-student campus is appearing in ever-greater numbers.

**S**UCH EXPANSION does not come without growing pains. Higher education in this country is losing much of its mystique as it becomes universal. There are no longer references to a "college man." And society, while acknowledging the spreading impact of higher education, is placing new demands on it. Colleges and universities have been the focal point of demands ranging from stopping the war in Southeast Asia to starting low-cost housing at home, from "open admissions" to gay liberation. Crisis management is now a stock item in the tool kit of any capable university administrator.

The campus community simply is not the same—geographically or philosophically—as it was a decade ago. At some schools students sit *in* the president's office, at others they sit *on* the board of trustees. Many campuses are swept by tensions of student disaffection, faculty anxieties, and administrative malaise. The wave of disquiet has even crept into the reflective chambers of Phi Beta Kappa, where younger members debate the "relevance" of the scholarly organization.

At a time when all the institutions of society are under attack, it often seems that colleges and universities are in the center of the storm. They are trying to find their way in a new era when, as "the Lord" said in Green Pastures, "everything nailed down is coming loose."

# What Is the Role of Higher Education Today?

"Universities have been founded for all manner of reasons: to preserve an old faith, to proselytize a new one, to train skilled workers, to raise the standards of the professions, to expand the frontiers of knowledge, and even to educate the young."—Robert Paul Wolff, *The Ideal of the University*.

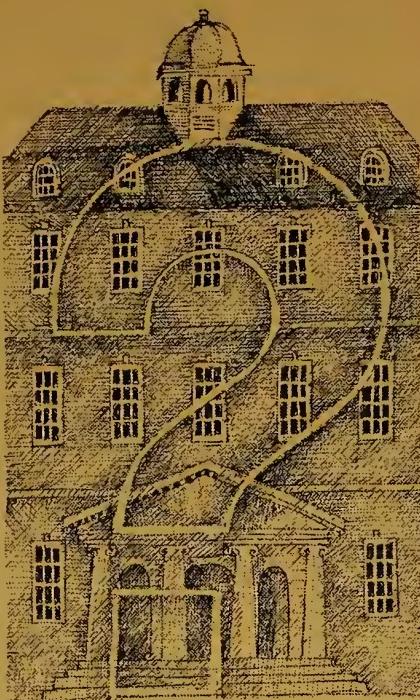
**A**S HIGHER EDUCATION GROWS in public visibility and importance, its purpose increasingly is debated and challenged.

It is expected to be all things to all people: A place to educate the young, not only to teach them the great thoughts but also to give them the clues to upward mobility in society and the professions. An ivory tower of scholarship and research where academicians can pursue the Truth however they may perceive it. And a public service center for society, helping to promote the national good by rolling forward new knowledge that will alter the shape of the nation for generations to come.

**T**HE ROLE of higher education was not always so broad. In 1852, for example, John Henry Cardinal Newman said that a university should be "an Alma Mater, knowing her children one by one, not a foundry or a mint or a treadmill." In those days a university was expected to provide not mere vocational or technical skills but "a liberal education" for the sons of the elite.

In later years, much of university education in America was built on the German model, with emphasis on graduate study and research. Johns Hopkins, Harvard, Yale, and Stanford followed the German example. Liberal arts colleges looked to Britain for many of their models.

The explosion of science and the Congressional passage of the Land-Grant Act also created schools to teach the skills needed for the nation's agricultural and industrial growth.



Colleges and universities started training specialists and forming elective systems. The researcher-teacher emerged with an emphasis on original investigation and a loyalty to worldwide discipline rather than to a single institution. Through the first two-thirds of this century there occurred the triumph of professionalism—what Christopher Jencks and David Riesman call "the academic revolution."

**T**ODAY it is difficult—if not impossible—for most colleges and universities to recapture Cardinal Newman's idea that they know their children "one by one." The impersonality of the modern campus makes many students, and even some faculty members and administrators, feel that they are like IBM cards, or virtually interchangeable parts of a vast system that will grind on and on—with or without them.

Still, the basic role of a college or university is to teach and, despite the immensity of the numbers of students crowding through their gates, most manage to perform this function.

There is a growing belief, however, that higher education is not as concerned as it might be with "learning"; that the regurgitation of facts received in a one-way lecture is the only requirement for a passing grade.

Faculties and students both are trying to break away from this stereotype—by setting up clusters of small colleges within a large campus, by creating "free" colleges where students determine their own courses, and by using advanced students to "teach" others in informal settings.

There is little question that students do "know" more now than ever before. The sheer weight of knowledge—and the means of transmitting it—is expanding rapidly; freshmen today study elements and debate concepts that had not been discovered when their parents were in school. At the other end of the scale, requirements for advanced degrees are ever-tighter. "The average Ph.D. of 30 years ago couldn't even begin to meet our requirements today," says the dean of a large mid-western graduate school.

The amount of teaching actually done by faculty members varies widely. At large universities, where faculty members are expected to spend much of their time in original research, the teaching load may drop to as few as five or six hours a week; some professors have no teaching obligations at all. At two-year community colleges, by comparison, teachers may spend as much as 18 hours a week in the classroom. At four-year colleges the average usually falls between 9 and 16 hours.

**T**HE SECOND MAJOR ROLE of higher education is research. Indeed, large universities with cyclotrons, miles of library stacks, underwater laboratories, and Nobel laureates on their faculties are national resources because of their research capabilities. They also can lose much of their independence because of their research obligations.

Few colleges or universities are fully independent today. Almost all receive

money from the federal or state governments. Such funds, often earmarked for specific research projects, can determine the character of the institution. The loss of a research grant can wipe out a large share of a department. The award of another can change the direction of a department almost overnight, adding on faculty members, graduate students, teaching assistants, and ultimately even undergraduates with interests far removed from those held by the pre-grant institution.

There is now a debate on many campuses about the type of research that a university should undertake. Many students, faculty members, and administrators believe that universities should not engage in classified—*i.e.*, secret—research. They argue that a basic objective of scholarly investigation is the spread of knowledge—and that secret research is antithetical to that purpose. Others maintain that universities often have the best minds and facilities to perform research in the national interest.

The third traditional role of higher education is public service, whether defined as serving the national interest through government research or through spreading knowledge about raising agricultural products. Almost all colleges and universities have some type of extension program, taking their faculties and facilities out into communities beyond their gates—leading tutorials in ghettos, setting up community health programs, or creating model day-care centers.

**T**HE ROLE of an individual college or university is not established in a vacuum. Today the function of a college may be influenced by mundane matters such as its location (whether it is in an urban center or on a pastoral hillside) and by such unpredictable matters as the interests of its faculty or the fund-raising abilities of its treasurer.

Those influences are far from constant. A college founded in rural isolation, for example, may find itself years later in the midst of a thriving

suburb. A college founded to train teachers may be expanded suddenly to full university status within a new state system.

As colleges and universities have moved to center stage in society, their roles have been prescribed more and more by "outsiders," people usually not included in the traditional academic community. A governor or state legislature, for example, may demand that a public university spend more time and money on teaching or on agricultural research; a state coordinating agency may call for wholesale redistribution of functions among community colleges, four-year colleges, and universities. Or Congress may launch new programs that change the direction of a college.

At such a time there is little for higher education to do but to continue what it has always done: adapt to its changing environment. For colleges and universities are not independent of the society that surrounds them. Their fate and the fate of society are inseparable.

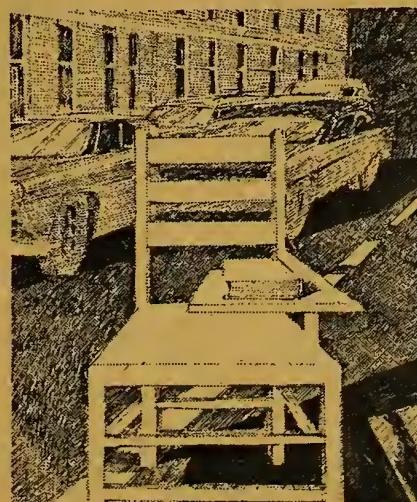
## What's the Best Way to Teach - and to Learn?

**O**VER THE YEARS, college teaching methods have been slow to change. The lecture, the seminar, and the laboratory were all imported from Europe after the Civil War—and they remain the hallmarks of American higher education to this day.

Some colleges, however, are sweeping the traditions aside as they open up their classrooms—and their curricula—to new ways of teaching and learning. The key to the new style of education is flexibility—letting students themselves set the pace of their learning.

One of the most exciting experiments in the new way of learning is the University Without Walls, a co-operative venture involving more than 1,000 students at 20 colleges. Students in uwu do most of their learning off campus, at work, at home, in inde-

pendent study, or in field experience. They have no fixed curriculum, no fixed time period for earning a degree. They work out their own programs with faculty advisers and learn what



they want. Their progress can be evaluated by their advisers and measured by standardized tests.

The students in uwu, of course, are hardly run-of-the-mill freshmen. They include several 16-year-olds who haven't finished high school, a 38-year-old mother of three who wants to teach high school English, and a 50-year-old executive of an oil company. Their participation underscores a growing belief in American higher education that learning is an individualized, flexible affair that does not start when someone sits in a certain classroom at a fixed time or stop when a certain birthday is passed.

The uwu experiment is financed by the Ford Foundation and the U.S. Office of Education and sponsored by the Union for Experimenting Colleges & Universities. Smaller-scale attempts to launch systems of higher education

# Higher Education's Soaring Seventies

## ENROLLMENT

	Fall 1969	Fall 1979
Total, all institutions .	7,917,000	12,258,000
Public . . . . .	5,840,000	9,806,000
Private . . . . .	2,078,000	2,451,000
Degree-credit . . . . .	7,299,000	11,075,000
Public . . . . .	5,260,000	8,671,000
Private . . . . .	2,040,000	2,403,000
4-year . . . . .	5,902,000	8,629,000
2-year . . . . .	1,397,000	2,446,000
Men . . . . .	4,317,000	6,251,000
Women . . . . .	2,982,000	4,823,000
Full-time . . . . .	5,198,000	7,669,000
Part-time . . . . .	2,101,000	3,405,000
Undergraduate . . . . .	6,411,000	9,435,000
Graduate . . . . .	889,000	1,640,000
Non-degree-credit . . . . .	618,000	1,183,000

## STAFF

	1969-70	1979-80
Total, professional staff .	872,000	1,221,000
Instructional staff . . . . .	700,000	986,000
Resident degree-credit . . . . .	578,000	801,000
Other instruction . . . . .	122,000	185,000
Other professional staff . . . . .	172,000	235,000
Administration, services . . . . .	91,000	124,000
Organized research . . . . .	80,000	112,000
Public . . . . .	589,000	906,000
Private . . . . .	282,400	316,000
4-year . . . . .	749,000	1,011,000
2-year . . . . .	122,400	211,000

## EXPENDITURES

(in billions of 1969-70 dollars)

	1969-70	1979-80
Total expenditures from current funds . . . . .	\$21.8	\$40.0
Public institutions . . . . .	13.8	26.8
Student education . . . . .	8.6	16.9
Organized research . . . . .	1.8	2.8
Related activities . . . . .	0.8	1.8
Auxiliary, student aid . . . . .	2.6	5.3
Private institutions . . . . .	8.0	13.2
Student education . . . . .	4.1	6.5
Organized research . . . . .	1.7	2.9
Related activities . . . . .	0.4	0.6
Auxiliary, student aid . . . . .	1.8	3.2
Capital outlay from current funds . . . . .	0.5	0.5

## STUDENT CHARGES

(tuition, room, and board in 1969-70 dollars)

	1969-70	1979-80
All public institutions . . . . .	\$1,198	\$1,367
Universities . . . . .	1,342	1,578
Other 4-year . . . . .	1,147	1,380
2-year . . . . .	957	1,166
All private institutions . . . . .	\$2,520	\$3,162
Universities . . . . .	2,905	3,651
Other 4-year . . . . .	2,435	3,118
2-year . . . . .	2,064	2,839

## EARNED DEGREES

	1969-70	1979-80
Bachelor's and 1st prof. . . . .	784,000	1,133,000
Natural sciences . . . . .	176,880	239,130
Mathematics, statistics . . . . .	29,740	52,980
Engineering . . . . .	41,090	50,410
Physical sciences . . . . .	21,090	18,070
Biological sciences . . . . .	37,180	62,990
Agriculture, forestry . . . . .	11,070	9,390
Health professions . . . . .	33,600	41,970
General science . . . . .	3,110	3,320
Social sci., humanities . . . . .	607,120	893,870
Fine arts . . . . .	52,250	77,860
English, journalism . . . . .	62,840	116,840
Foreign languages . . . . .	23,790	57,150
Psychology . . . . .	31,360	60,740
Social sciences . . . . .	149,500	273,190
Education . . . . .	120,460	114,170
Library science . . . . .	1,000	1,580
Social work . . . . .	3,190	4,100
Accounting . . . . .	20,780	29,780
Other bus. & commerce . . . . .	81,870	91,920
Other . . . . .	60,080	66,540
Master's . . . . .	219,200	432,500
Natural sciences . . . . .	46,080	88,580
Mathematics, statistics . . . . .	7,950	23,290
Engineering . . . . .	16,900	30,750
Physical sciences . . . . .	6,300	6,210
Biological sciences . . . . .	6,580	15,060
Agriculture, forestry . . . . .	2,680	3,030
Health professions . . . . .	4,570	7,940
General science . . . . .	1,100	2,300
Social sci., humanities . . . . .	173,120	343,920
Fine arts . . . . .	13,850	27,120
English, journalism . . . . .	10,890	28,420
Foreign languages . . . . .	6,390	22,180
Psychology . . . . .	4,700	12,910
Social sciences . . . . .	20,970	51,100
Education . . . . .	71,130	90,160
Library science . . . . .	7,190	19,280
Social work . . . . .	5,960	17,700
Accounting . . . . .	1,490	2,980
Other bus. & commerce . . . . .	22,950	61,750
Other . . . . .	7,600	10,320
Doctor's (except 1st prof.) . . . . .	29,300	62,500
Natural sciences . . . . .	14,100	32,120
Mathematics, statistics . . . . .	1,350	3,970
Engineering . . . . .	3,980	12,650
Physical sciences . . . . .	4,220	6,870
Biological sciences . . . . .	3,410	7,310
Agriculture, forestry . . . . .	800	730
Health professions . . . . .	310	510
General science . . . . .	30	80
Social sci., humanities . . . . .	15,200	30,380
Fine arts . . . . .	990	1,330
English, journalism . . . . .	1,310	2,880
Foreign languages . . . . .	860	2,210
Psychology . . . . .	1,720	3,470
Social sciences . . . . .	3,550	6,990
Education . . . . .	5,030	10,350
Library science . . . . .	20	40
Social work . . . . .	100	220
Accounting . . . . .	50	100
Other bus. & commerce . . . . .	620	1,710
Other . . . . .	950	1,080

SOURCE: U.S. OFFICE OF EDUCATION

involving "external degrees" and "open universities" are sprouting across the country.

**T**HE NEW TREND to flexibility started by killing the old notion that all students learn the same way at the same time. With that out of the way, colleges have expanded independent study and replaced many lectures with seminars.

Some colleges have moved to the ultimate in flexibility. New College, in Florida, lets a student write his own course of study, sign a "contract" with a faculty adviser, and then carry it out. Others give credit for work in the field—for time at other universities, traveling, working in urban ghettos or AEC laboratories. Still more are substituting examinations for hours of classroom attendance to determine what a student knows; some 280 students at San Francisco State, for example, eliminated their entire freshman year by passing five exams last fall.

Another trend is the increasing use and availability of technology. At Simon Fraser University in British Columbia, among other institutions, students can drop into a bioscience lab at any time of day, go to a booth, turn on a tape recorder, and be guided through a complicated series of experiments and demonstrations. The student there has complete control of the pace of his instruction; he can stop, replay, or advance the tape whenever he wants. One result of the program: students now spend more time "studying" the course than they did when it was given by the conventional lecture-and-laboratory method.

The computer holds the key to further use of technology in the classroom. The University of Illinois, for example, is starting Project Plato, a centralized computer system that soon will accommodate up to 4,000 users at stations as far as 150 miles from the Champaign-Urbana campus. Each student station, or "terminal," has a keyset and a plasma panel, which looks like a television screen. The student uses the keyset to punch out questions and answers, to set up experiments, and to control his progress. The computer responds to his direc-

tions within one-tenth of a second.

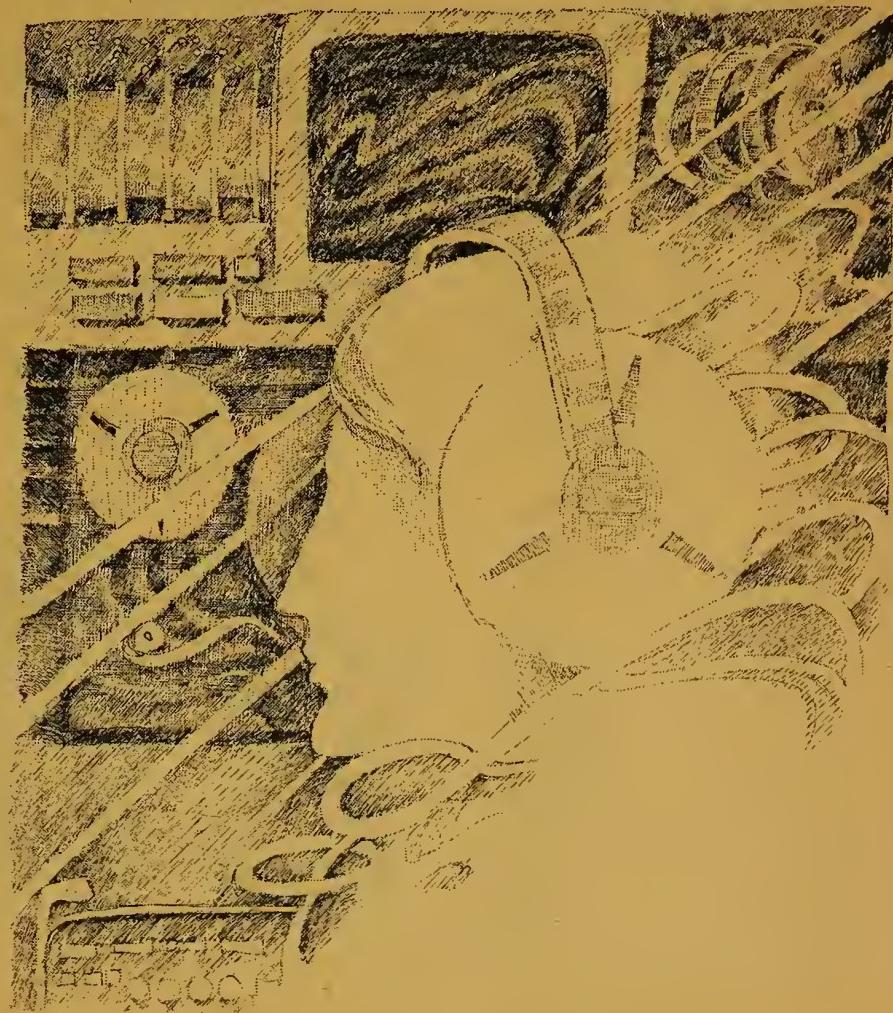
Computers are still too expensive an instructional tool for some colleges. Eventually, however, they should make education considerably more open and available than it is today. Instruction can be wired into homes and offices; students can learn where and when they want.

Technology itself, of course, will never replace the traditional forms of education—the face-to-face contact with professors, the give-and-take of seminars, the self-discovery of the laboratory. Technology, however, will augment other forms of formal instruction, widening the range of alternatives, gearing the educational process more to the choice of the student, opening the system to new students.

What are the implications of technology for the colleges themselves? Most of the new technology requires large capital investments; it is still

too expensive for hard-pressed institutions. But there may be ways that flexibility can be fiscally efficient and attractive.

Last summer, Howard R. Bowen, chancellor of the Claremont University Center, and Gordon Douglass, professor of economics at Pomona College, issued a report on efficiency in liberal arts instruction. They said that small liberal arts colleges could operate more effectively by diversifying their teaching methods. Their report suggested a plan under which 35 per cent of the teaching at a small college would be done in the conventional way, 25 per cent in large lectures, 15 per cent in independent study, 15 per cent in tutorials, and 10 per cent in machine-assisted study. Bowen and Douglass estimated that such a plan would cost \$121 per student per course—compared with \$240 per student now.



# Should Campuses Get Bigger?

**A**T THE University of Illinois in Champaign-Urbana, midterm grades in some courses are posted not by the students' names but by their Social Security numbers. At Ohio State, a single 24-story dormitory houses 1,900 students—more than the total enrollment of Amherst or Swarthmore.

Across the country, colleges and universities are grappling with the problem of size. How big can a campus get before students lose contact with professors or before the flow of ideas becomes thoroughly clogged? How can a large campus be broken into smaller parts so students can feel that they are part of a learning community, not mere cogs in a machine?

Increasingly, parents and students are opting for larger campuses—both because large colleges and universities provide a good education and because they usually are state institutions with lower costs. A few years ago the National Opinion Research Center in Chicago conducted a national survey of the alumni class of 1961 and found that the graduates did not even have "much romanticism" about the advantages of small colleges. Only one-fourth of the respondents thought that a college with fewer than 2,000 students would be desirable for their oldest son—and only one-third thought it would be desirable for their oldest daughter.

**S**IIZE is only one of several factors involved in choosing a college. Others include cost, distance from home, the availability of special courses, and counseling from relatives and friends. A choice based on these factors leads to a college of a certain size. Choosing a highly specialized field, or one requiring much laboratory research, usually will mean choosing a large school. Trying to save money by living at home might mean attending a public (and large) community college.

Large colleges, of course, have advantages—more books, more distin-

guished professors, more majors to choose from, more extracurricular activities. They also have longer lines, larger classes, and more demonstrations. Three years ago a study of student life at the University of California at Berkeley (pop. 27,500) by law professor Caleb Foote concluded with the opinion that human relationships there "tend to be remote, fugitive, and vaguely sullen." Students and faculty were so overwhelmed by the impersonality of the university's size, said Foote, that the school failed even to educate students to "respect the value of the intellect itself."

By comparison, relationships at small colleges are almost idyllic. For example, a study of 491 private, four-year nonselective colleges with enrollments under 2,500 found that students and faculty there usually are on familiar terms and tend to be absorbed in class work. "The environment," said the study's authors, Alexander Astin, director of research for the American Council on Education, and

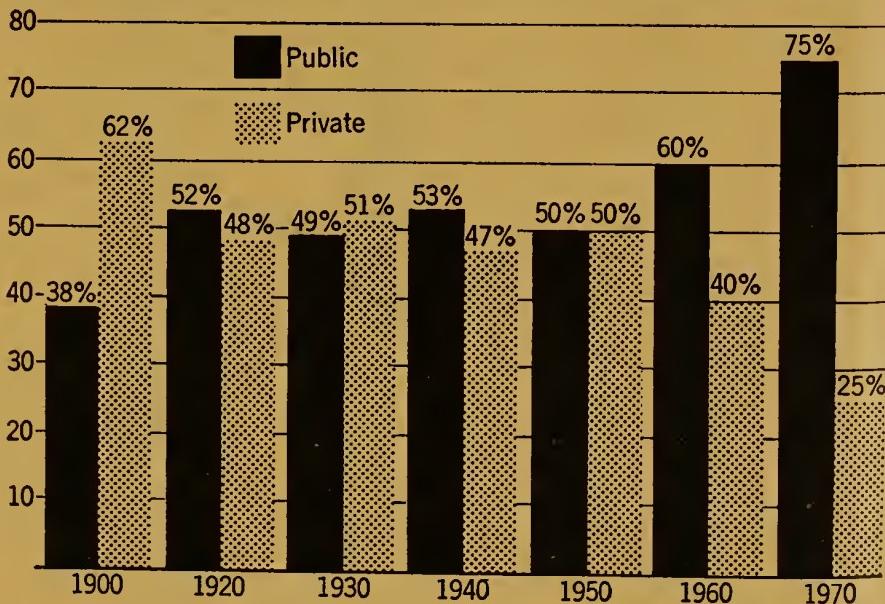
Calvin B. T. Lee, chancellor of the University of Maryland campus in Baltimore County, "is cohesive, and the administration is concerned about them as individuals."

**T**HE GREATEST PROBLEM is to strike a balance, to make the campus big enough to enjoy the advantages of size but small enough to retain the human qualities. "I guess the trick," says the president of a small liberal arts college, "is to get big enough so people know you are there, and small enough so it's hard for things to get out of hand."

The Carnegie Commission on Higher Education recently studied campus size in relation to institutional efficiency. The optimum efficiency of a college, according to the commission, is when costs per student stop going down with increased enrollment—and when greater size starts to erode the academic environment.

It proposed that the best size for a doctorate-granting institution is 5,000

## Shifting Patterns of College Enrollment



SOURCE: U.S. OFFICE OF EDUCATION  
In 1950, the two million students on campus were evenly divided between public and private colleges. Today, three out of four students are in public institutions.

to 20,000 full-time students; for a comprehensive college, 5,000 to 10,000 students; for liberal arts colleges, 1,000 to 2,500 students; and for two-year colleges, 2,000 to 5,000 students. The commission also noted that it realized that some institutions would not be able to reach the sizes it suggested.

In an effort to reduce the impact of large size, many colleges have tried to organize their campuses around a series of clusters, houses, or mini-colleges. At the University of California at Santa Cruz, for example, students live and study in 650-student colleges; as the university grows it simply adds on another, virtually self-

contained, college. Each college has its own identity and character.

As long as the population continues to grow, and the proportion of young people going to college increases, large schools will get larger and small schools will have trouble staying small. The answer will have to be the creation of more colleges of all kinds.

## What Is the "New" Student?

**T**HE YOUTH COUNTERCULTURE flourished on the campus long before it spread to the rest of society.

The counterculture brought a new sense of community to the campus, a new feeling for a physical dynamic and for the visual world. Academicians spoke of the university's "new feel," where students preferred films to books and spoken poetry to written, and where they tried to rearrange things to fit their own time frames.

At first, universities and the new students didn't seem to mesh. Universities are traditional, reflective institutions often concerned with the past. Many of the new students wanted to look to the future. What happened yesterday was not as "relevant" as what is happening today, or what will happen tomorrow.

Margaret Mead looked at the new students and described them as the young "natives" in a technological world where anyone over 25 was a "foreigner." As a group, the new class seemed born to the struggle, more willing to challenge the ways of the world—and to try to change them—than their predecessors. And they felt fully capable of acting on their own. "Today students aren't fighting their parents," said Edgar Z. Friedenberg, professor of education at Dalhousie University, "they're abandoning them."

On the campus, many presidents and deans were under pressure from the public and alumni to stamp out the counterculture, to restore traditional standards of behavior. By the end of the Sixties, however, most

students and faculty members alike had come to believe that off-campus behavior should be beyond a college's control. A national survey in 1969 found that only 17 per cent of the faculty members interviewed thought that "college officials have the right to regulate student behavior off campus."

**A**TTEMPTS TO REGULATE BEHAVIOR on the campus also ran into obstacles. For the past century, college presidents had exercised almost absolute control over discipline on campus. In the last few years, however, the authority of the president has been undercut by new—and more democratic—judicial procedures. "Due process" became a byword on new student and faculty judicial committees. Court decisions construed college attendance as a right that could be denied only after the rights of the accused were protected. The courts thus restrained administrative impulses to take summary disciplinary action.

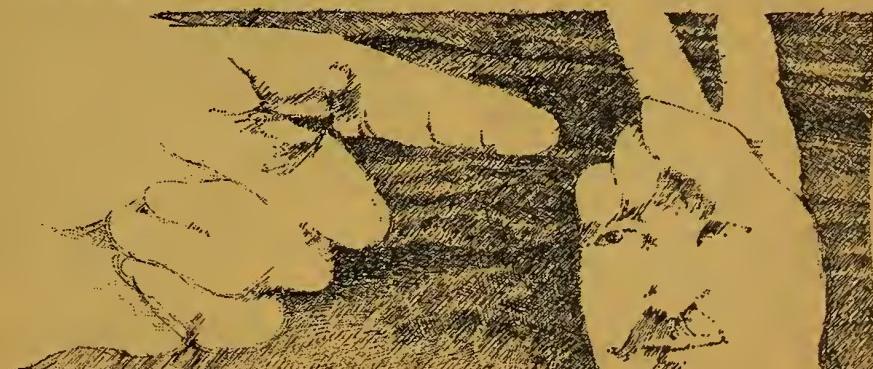
Partly in response to the demands of the times, partly in response to court decisions, and partly in response

to the recommendations of groups such as the President's Commission on Campus Unrest, many colleges now are creating entirely new judicial procedures of their own. Students are represented on campus judicial boards or committees; on a few, they form a majority.

At the same time, colleges are turning over to outside police agencies and civil courts the responsibility for regulating the conduct of students as citizens. On few, if any, campuses are students provided sanctuary from society's laws. For its part, society has developed a far greater tolerance for the counterculture and general student behavior than it once held.

"The trend," says James A. Perkins, former president of Cornell University and now chairman of the International Council for Educational Development, "is toward recognizing that the student is a citizen first and a student second—not the other way around. He will be treated as an adult, not as a child of an institutional parent."

That is a trend that more and more students heartily endorse.



## Are Students Taking Over?

**T**HE GREATEST STRUGGLE on many campuses in the past decade was for the redistribution of power. Trustees were reluctant to give more to the president, the president didn't want to surrender more to the faculty, the faculty felt pushed by the students, and the students—who didn't have much power to begin with—kept demanding more.

Except for the presence of students among the warring factions, struggles for power are as old as universities themselves. The disputes began more than a century ago when boards of trustees wrestled authority from chartering agencies—and continued down the line, only to stop with the faculty.

In the late 1960's, students discovered that they had one power all to themselves: they could disrupt the campus. Enough students at enough

campuses employed confrontation politics so effectively that other elements of the college community—the administration and the faculty—took their complaints, and their protests, seriously.

By the end of 1969, a survey of 1,769 colleges found that students actually held seats on decision-making boards or committees at 184 institutions of higher education. They sat on the governing boards of 13 colleges. Otterbein College includes students with full voting power on every committee whose actions affect the lives of students; three are members of the board of trustees. At the University of Kentucky, 17 students sit as voting members of the faculty senate.

On the whole, students appear to have gained influence at many schools

without gaining real power. For one thing, they are on campus, usually, for only four years, while faculty members and administrators stay on. For another, they usually constitute a small minority on the committees where they can vote. Frequently they do not have a clear or enthusiastic mandate from their constituency about what they are supposed to do. Except in periods of clear crisis, most students ignore issues of academic reform and simply go their own way.

Even when students do have power, they often act with great restraint. "We have students sitting on our faculty promotion committees," says an administrator at a state college in the Northwest, "and we're discovering that, if anything, they tend to be more conservative than many of the faculty members."

## What Is the Best Preparation for a College Teacher?

**T**EN YEARS AGO, the academic community worried that there would not be enough Ph.D.'s to fill the faculties of rapidly growing colleges and universities. Efforts to solve the problem, however, may well have been too successful. Today people talk of a glut of Ph.D.'s—and men and women who have spent years in advanced study often can't find jobs. Or they take jobs for which they are greatly overqualified.

Over the years, about 75 per cent of all Ph.D.'s have joined a college or university faculty, and most still go into higher education. Due to the rapid growth of higher education, however, only 45 per cent of faculty members in the U.S. actually hold that degree; fully one-third of the 491 colleges that were the subject of a recent study do not have a single Ph.D. on their faculty. There is still a need for highly trained academic

talent—but most colleges can't afford to expand their staff fast enough to provide jobs for the new talent emerging from graduate schools.

In addition to the problem of training a person for a job that is not available, many academics are wondering if the Ph.D. degree—tradi-

tionally the passport to a scholarly life of teaching or research—provides the best training for the jobs that exist.

The training of a Ph.D. prepares him to conduct original research. That ability, however, is needed at colleges and universities only by people with



heavy research commitments or responsibilities. Once they have earned their doctorate, some Ph.D.'s will gravitate toward doing more research than teaching; others will choose to emphasize more teaching. Yet the preparation is the same for both. Moreover, although research can improve a professor's teaching, the qualities that make him a top-flight investigative scholar are not necessarily those required for effective classroom teaching.

Across the country, the demand is

growing for an alternative to the Ph.D. One such alternative is the M.Phil., or Master of Philosophy, degree; another is the D.A., or Doctor of Arts. A D.A. candidate would fulfill many of the requirements now expected of a Ph.D., but would attempt to master what is already known about his field rather than conducting his own original research. He also would spend time teaching, under the direction of senior faculty members.

Many colleges and universities have

already opened their doors and their classrooms to teachers without formal academic preparation at all. These are the outside experts or specialists who serve briefly as "adjunct" professors on a college faculty to share their knowledge both with students and with their fellow faculty members. Many administrators, arguing that faculties need greater flexibility and less dependence on the official certification of a degree, hope that the use of such outside resources will continue to grow.

## How Can Anyone Pay for College?

THE COSTS of sending a son or daughter to college are now astronomical, and they keep going up. The expense of getting a bachelor's degree at a prestigious private university today can surpass \$20,000; in a few years it will be even more.

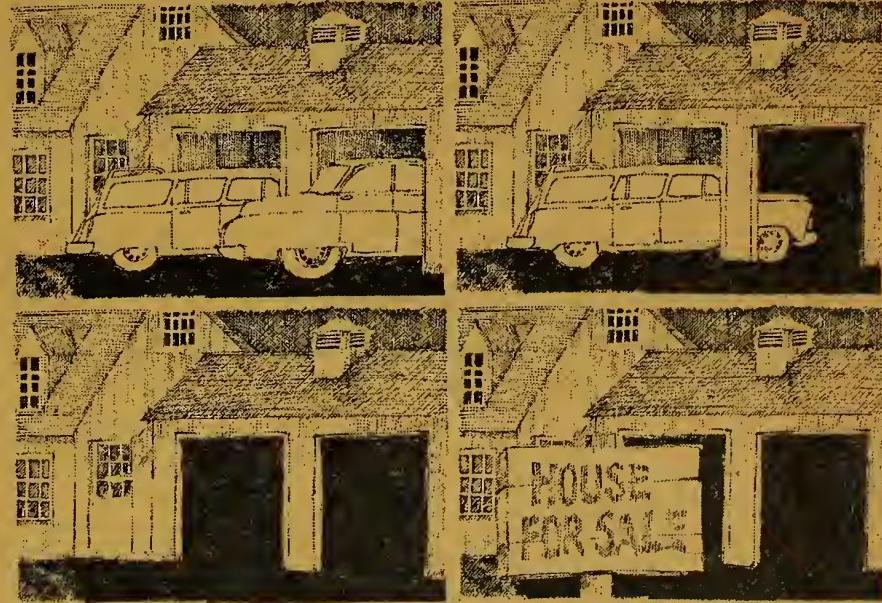
The U.S. Office of Education estimates that average costs for tuition, required fees, room, and board in 1970-71 were \$1,336 at a public university and \$2,979 at a private university—or 75 per cent more than in 1960.

Some schools, of course, cost much more than the norm. Tuition, room, and board cost \$3,905 at Stanford this year; \$4,795 at Reed. Harvard charges \$4,470—or \$400 more than a year ago.

State colleges and universities are less expensive, although their costs keep rising, too. The University of California is charging in-state students \$629 in tuition and required fees; the State University of New York, \$550. Other charges at public schools, such as room and board, are similar to those at private schools. Total costs at public institutions, therefore, can easily climb to \$2,500 a year.

Some colleges and universities are trying new ways to make the pain bearable.

Last fall, for example, Yale started its Tuition Postponement Option, permitting students to borrow \$800 di-



rectly from the university for college costs. The amount they can borrow will increase by about \$300 a year, almost matching anticipated boosts in costs. (Yale now charges \$4,400 for tuition, room, and board.)

The Yale plan is open to all students, regardless of family income. A participating student simply agrees to pay back 0.4 per cent of his annual income after graduation, or a minimum of \$29 a year, for each \$1,000 he borrows. All students who start repayment in a given year will continue paying 0.4 per cent of their income each year until the amount

owed by the entire group, plus Yale's cost of borrowing the money and 1 per cent for administrative costs, is paid back. Yale estimates that this probably will take 26 years.

The Yale option works for a student in this way: If he borrows \$5,000 and later earns \$10,000 a year, he will repay \$200 annually. If he earns \$50,000, he will repay \$1,000. A woman who borrows and then becomes a non-earning housewife will base her repayments on half the total family income.

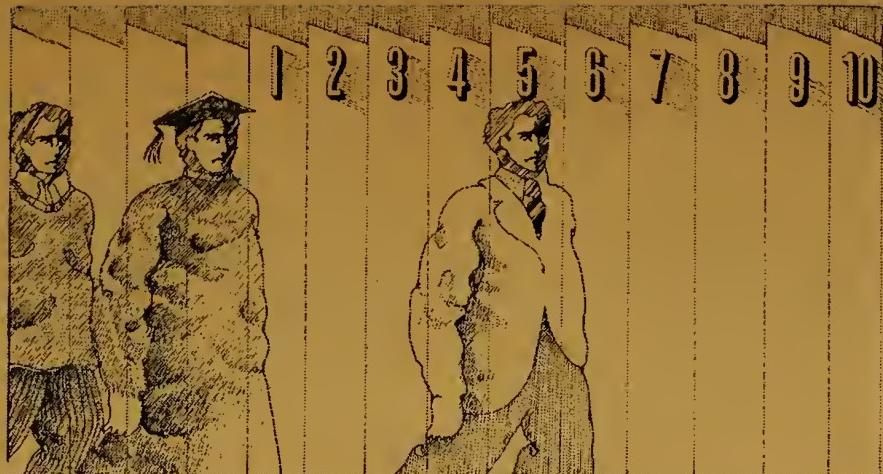
Many students and parents like the Yale plan. They say it avoids the "in-

stant debt" aspects of a commercial loan, and repayments are tied directly to their future income—and, hence, their ability to pay.

**P**ARENTS ALSO CAN pay college costs by taking out commercial loans; most banks have special loans for college. The College Scholarship Service estimates, however, that the effective interest rate on commercial loans runs from 12 to 18 per cent.

The federal government also is in the college loan business. President Nixon has declared that "no qualified student who wants to go to college should be barred by lack of money." Last year the U.S. Office of Education helped pay for higher education for 1.5 million students through federally guaranteed loans, national defense student loans, college work-study programs, and educational opportunity grants.

The federally guaranteed loans are the most popular with middle-income parents. A student can borrow up to \$1,500 a year at 7 per cent interest



and start repayment 9 to 12 months after he graduates from college. He then can take 10 years to repay.

Most students still need help from their families to pay for college. According to the College Scholarship Service, a family with a \$16,000 annual income and one child should be able to pay \$4,020 a year for college. A family with a \$20,000 income and two children should have \$3,920 available for college.

One result of rapidly rising college costs is that most students work during the summer or part-time during the year to help pay their expenses. Another is that an ever-growing number seek out relatively inexpensive public colleges and universities. A third is that students—acting as consumers with an increasingly heavy investment in their college—will demand greater influence over both the form and content of their education.

## Is Academic Freedom in Jeopardy?

**F**COMPLAINTS filed with the American Association of University Professors can be taken as an indicator, academic freedom is in an increasingly perilous condition. Last summer the AAUP's "Committee A on Academic Freedom and Tenure" reported that it had considered 880 complaints in the 1970-71 school year—a 22 per cent increase from the year before.

Many of the complaints involved alleged violations of academic freedom in the classic sense—sanctions imposed against an individual for utterances or actions disapproved by his institution. It is not surprising that such controversies persist or that the actions of professors, trustees, students, and administrators might come into conflict, particularly in the increasingly politicized modern university.

As the title of the AAUP's committee suggests, academic freedom increasingly has become identified with guarantees of permanent academic employment. That guarantee, known as tenure, is usually forfeited only in cases of severe incompetence or serious infractions of institutional rules.

Because of the requirements of due process, however, disputes over academic freedom and tenure increasingly involve procedural issues. Some fear that as the adjudication process becomes increasingly legalistic, the elements of academic freedom in each case may be defined in ever-narrower terms. Robert B. McKay, dean of the New York University School of Law, warns that colleges should pay close attention to their internal judicial procedures so that outside decisions—less consistent with academic traditions—do not move into a vacuum.

**T**HE CONCEPT OF TENURE ITSELF is now under review at many institutions. Many faculty members and administrators realize that abuses of tenure through actions that are not protected by academic freedom threaten the freedom itself. Such an abuse might occur when a professor uses class time to express a personal point of view without affording students an opportunity to study other positions, or when a faculty member fails to meet a class—depriving students of their freedom to learn—in order to engage in political activity.

Because these examples are not clear-cut, they are typical of the academic freedom issue on many campuses. It is also typical for academics to resist regulation of any kind. The President's Commission on Campus Unrest noted that "faculty members, both as members of the academic

community and as professionals, have an obligation to act in a responsible and even exemplary way. Yet faculty members have been reluctant to enforce codes of behavior other than those governing scholarship. They have generally assumed that a minimum of regulation would lead to a maximum of academic freedom."

Political events—often off the campus—have made academic freedom a

volatile issue. Occasionally a political figure will claim that a university is too relaxed a community, or that it is the hotbed of revolutionary activity. Institutions of higher learning have been thrust into the political arena, and academic freedom has been abused for political reasons. On some campuses, outside speakers have been prohibited; at others, controversial faculty members have been fired.

For centuries, academic communities have realized that neutrality may be their strongest virtue and surest protection. If they give up that neutrality, society may require them to forfeit many traditional freedoms and privileges. There is now a strong belief that neutrality is essential to the teaching, learning, and scholarship that are the very bedrock of higher education.

## What Is a College Degree Really Worth?

**C**OLLEGE CREDENTIALS, says HEW's Newman report on higher education, "are not only a highly prized status symbol, but also the key to many of the well-paying and satisfying jobs in American society."

The problem today is that colleges have been producing graduates faster than the economy can absorb them in challenging jobs. The members of last spring's graduating class found that, for the first time in years, a degree was not an automatic passport to a job and the good life.

Job offers to graduates were on the decline. At Louisiana State University, for example, there were only half as many job offers as the year before; even the recruiters stayed away. At graduate schools, job offers to new Ph.D.'s plummeted 78 per cent, and many might well have asked if all their years of study were worth it.

In the long run, higher education does pay off. Last fall a research team under Stephen B. Withey of the Institute for Social Research at the University of Michigan reported that male college graduates earn \$59,000 more in their lifetimes than male high school graduates.

A higher income is only one benefit of a degree. Withey's report also concluded that college graduates held jobs with fewer risks of accidents, fewer physical demands, more advancement, and "generally more comfort, psychic rewards, stimulation, and satisfactions." The report also found a direct correlation between college

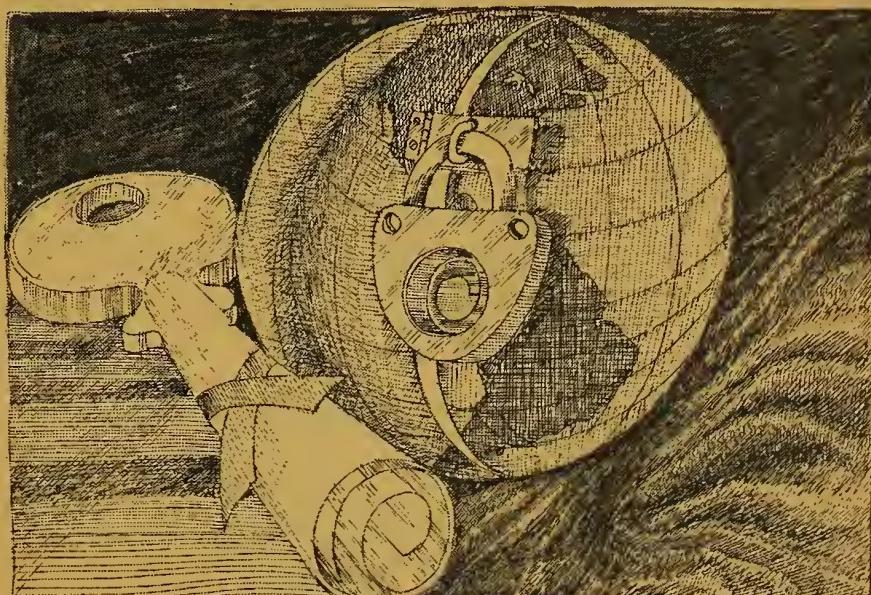
attendance, enriched life styles, and satisfactory family adjustments.

The nation's work ethic is changing, however, as are the values of many recent college graduates. To many, the tangible rewards of a job and a degree mean less than the accumulated wisdom and experience of life itself. Sociologist Amitai Etzioni recently commented: "The American college and university system is best at preparing students for a society which is primarily committed to producing commodities, while the society is reorienting towards an increasing concern for the good life."

Even when they can be defined, the nation's manpower needs are changing,

too. Last year Dartmouth College's President John G. Kemeny asked, "What do we say to all our students when we realize that a significant fraction of them will end up in a profession that hasn't been invented yet?"

Many educators now are urging employers to place less emphasis on the fact that a job applicant does or does not have a college degree and to give more attention to other qualities. Many also urge a review of the "certification" functions of higher education—where a degree often signifies only that the holder has spent four years at a given institution—so that society can operate more smoothly as a true meritocracy.



# Should Everyone Go to College?

**H**IGHER EDUCATION, says Princeton's Professor Fritz Machlup, "is far too high for the average intelligence, much too high for the average interest, and vastly too high for the average patience and perseverance of the people here and anywhere."

Not everyone, of course, would agree with Professor Machlup's assessment of both the institution of higher education in the United States and the ability of the populace to measure up to it. But trying to draw the line in a democracy, specifying who should be admitted to higher education and who should not, is increasingly difficult.

What, for example, are the real qualifications for college? How wide can college and university doors be opened without diluting the academic excellence of the institution? And shouldn't higher education institutions be more concerned with letting students in than with keeping them out?

Public policy in the United States has set higher education apart from elementary and secondary education in size, scope, and purpose. All states have compulsory attendance laws—usually starting with the first grade—requiring all young people to attend public schools long enough so they can learn to read, write, and function as citizens. But compulsory attendance usually stops at the age of 16—and free public education in most states stops at grade 12.

Are 12 years enough? Should everyone have the right to return to school—beyond the 12th-grade level—whenever he wants? Or should "higher" education really be "post-secondary" education, with different types of institutions serving the needs of different people?

**I**NCREASINGLY, the real question is not who goes on to higher education, but who does not go. In 1960, for example, about 50 per cent of all high school graduates in the U.S. moved on to some form of high-

er education. Today about 60 per cent go to college. By 1980, according to the U.S. Office of Education, about 65 per cent of all high school graduates will continue their education.

Today, the people who do not go on to college usually fall into three categories:

1. Students with financial need. Even a low-cost community college can be too expensive for a young person who must work to support himself and his family.

2. Students who are not "prepared" for college by their elementary and secondary schools. If they do go to college they need compensatory or remedial instruction before they start their regular classes. They also often need special counseling and help during the school year.

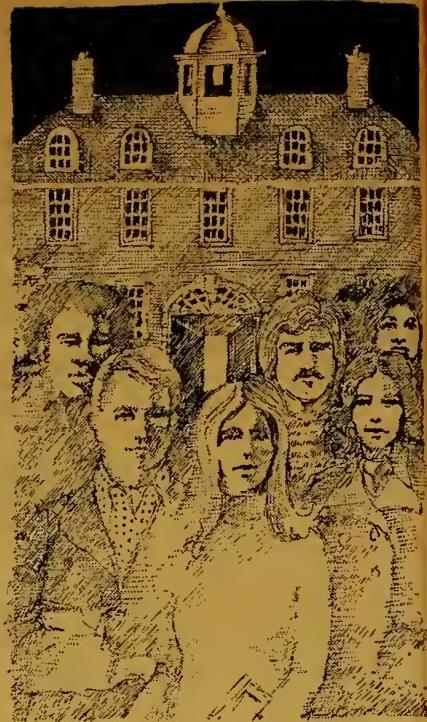
3. People beyond the traditional college-going age—from young mothers to retired executives—who want to attend college for many reasons.

During the Sixties, most of the efforts to open college doors were focused on racial minorities. To a degree, these efforts were successful. Last year, for example, 470,000 black students were enrolled in U.S. colleges and universities.

The explosive growth of two-year community colleges will continue to open college doors for many students. Most community colleges have lower admissions requirements than four-year schools (many require only high school graduation); they charge relatively low tuition (average tuition at a public community college this year is \$300), and most are in urban areas, accessible by public transportation to large numbers of students.

Community colleges will continue to grow. In 1960 there were 663 two-year community colleges in the U.S., with 816,000 students. Today there are 1,100 community colleges—with 2.5 million students. A new community college opens every week.

New patterns of "open admissions" also will open college doors for students who have not been served by



higher education before. In a sense, open admissions are a recognition that the traditional criteria for college admissions—where one ranks in high school, and scores on Scholastic Aptitude Tests—were not recognizing students who were bright enough to do well in college but who were poorly prepared in their elementary and secondary schools.

In the fall of 1970, the City University of New York started an open admissions program, admitting all graduates of New York high schools who applied and then giving them special help when they were on campus. There was a relatively high attrition rate over the year; 30 per cent of the "open admissions" freshmen did not return the next year, compared with 20 per cent of the "regular" freshmen. Even so, many university officials were pleased with the results, preferring to describe the class as "70 per cent full" rather than as "30 per cent empty."

The lesson is that, as higher education becomes more available, more young people will take advantage of it. Open admissions and other more democratic forms of admissions should not only make for a greater meritocracy on campus, but also lead to a better-educated society.

# What Will We Do With Kids if They Don't Go to College?

"They are sick of preparing for life—they want to live."—S. I. Hayakawa.

No one knows how many, but certainly some of the 8.5 million students now on campus are there for the wrong reasons. Some are there under pressure (if not outright duress) from parents, peers, and high school counselors; others are there to stay out of the armed forces or the job market. Almost all, even the most highly motivated, are vulnerable to pressures from parents who view college attendance as a major stepping-stone toward the good life.

One result of these pressures is that college teachers are often forced to

play to captive audiences—students who would rather be someplace else. Walk into almost any large lecture in the country and you'll see students doodling, daydreaming, and nodding; they come alive again when the final bell rings. Many are bored by the specific class—but many more are bored by college itself.

Acknowledging the problem, the Assembly on University Goals and Governance has proposed that new kinds of institutions be established "to appeal to those who are not very much taken with the academic environment." Other proposals call for periods of national service for many young men and women between the ages of 18 and 26, and for greater flexibility in

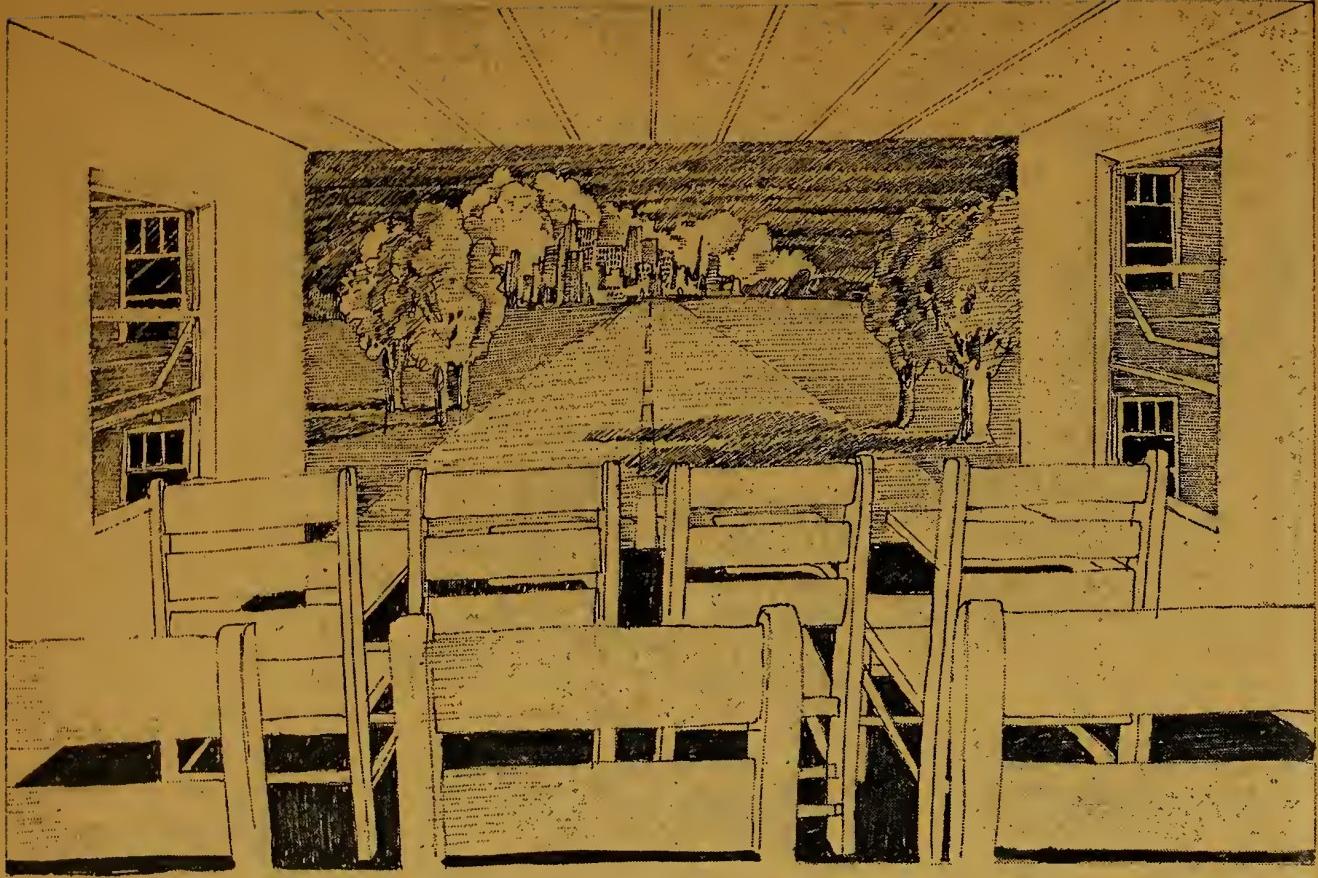
college attendance.

Steven Muller, president of the Johns Hopkins University, proposes a four-part national service program, consisting of:

- A national day-care system, staffed by national service personnel.
- A national neighborhood-preservation system, including security, cleanup, and social services.
- A national health corps, providing para-medical services to homes and communities.
- An elementary school teacher corps using high school graduates as teacher aides.

President Muller also proposes that two years of such non-military service be compulsory for all young people.





ple. The advantages of mandatory national service, he said, would range from reducing enrollment pressures on colleges to giving students more time to sort out what they want to do with their lives.

The Carnegie Commission on Higher Education has suggested at least a consideration of national service plans and proposes that colleges make provisions for students to "stop out" at certain well-defined junctures to embark on periods of national service, employment, travel, or other activities.

The commission also advocates reducing the time required to earn a bachelor's degree from four years to three, and awarding credit by examination, instead of measuring how much a student knows by determining how much time he has sat in a particular class.

Some of these ideas are being studied. Institutions such as Harvard, Princeton, Claremont Men's College, New York University, and the entire California State College System are

considering the possibility of three-year degree programs. Others, such as Goddard, Syracuse, and the University of South Florida, require students to spend only brief periods of time on the campus itself to earn a degree.

**A** MAJOR TREND in American higher education today is toward greater flexibility. Last year two foundations—the Ford Foundation and the Carnegie Corporation of New York—provided \$2.5-million to help start a highly flexible series of experiments in New York State, including:

► A program of "external degrees," offering bachelors' and associates' degrees to students who pass college-level exams, even if they have not been formally enrolled at a college.

► A new, non-residential college drawing on the resources of the state university's 72 campuses but maintaining its own faculty to help students in independent study at home or at other schools.

► A "university without walls" including 20 institutions but with no fixed curriculum or time required for degrees; outside specialists will form a strong "adjunct" faculty.

These and other alternatives are designed to "open up" the present system of higher education, removing many of the time, financial, geographic, and age barriers to higher education. They should make it easier for students to go to college when they want, to stop when they want, and to resume when they want. A bored junior can leave the campus and work or study elsewhere; a mother can study at home or at institutions nearby; a businessman can take courses at night or on weekends.

The alternatives emphasize that higher education is not limited to a college campus or to the ages of 18 to 24, but that it can be a lifetime pursuit, part of our national spirit. The impact of these changes could be enormous, not only for the present system of higher education, but for the country itself.

# With All Their Successes, Why Are Colleges So Broke?

**N**A RECENT ECHO of an all-too-common plea, the presidents of six institutions in New York warned that private colleges there were on the verge of financial collapse and needed more money from the state.

The presidents were not crying wolf. The Carnegie Commission on Higher Education reports that fully two-thirds of the nation's 2,729 colleges and universities are already in financial difficulty or are headed for it. "Higher education," says Earl Cheit, author of the Carnegie report, "has come upon hard times."

At most schools the faculty has already felt the squeeze. Last spring the American Association of University Professors reported that the average rise in faculty salaries last year had failed to keep pace with the cost of living.

The real problem with college finance is that costs keep rising while income does not. It is compounded by the fact that the gap keeps growing between what a student pays for his education and what it costs to educate him.

The problems are great for public colleges and universities, and for private institutions they are even greater. About one-fourth of all private colleges are eating up their capital, just to stay in business.

As the Association of American Colleges warns, this is a potentially disastrous practice. As its capital shrinks, an institution then loses both income on its endowment and capital growth of it. The association sees little hope of a reprieve in the immediate future. "Most colleges in the red are staying in the red and many are getting redder," it says, "while colleges in the black are generally growing grayer."

**M**ANY OF THE TRADITIONAL METHODS of saving money don't seem to work in higher education. Most colleges can't cut costs without excluding some students or eliminating some classes and pro-

grams. There is little "fat" in the average budget; when a college is forced to trim it usually diminishes many of the programs it has started in the past few years, such as scholarships or counseling services for low-income students.

Most colleges and universities have tried to raise money by increasing tuition—but this, as we have seen, is approaching its upper limits. Private institutions already have priced themselves out of the range of many students. Trying to set tuition any higher is like crossing a swamp with no way to know where the last solid ground is—or when more students will flee to less expensive public colleges. The competitive situation for private colleges is particularly acute because, as one president puts it, public colleges offer low-cost, high-quality education "just down the street."

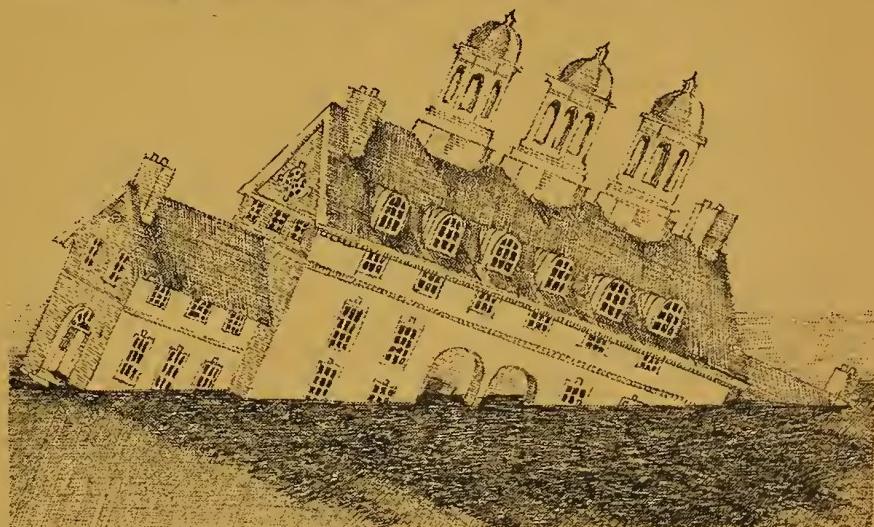
The problem is worse this year than ever before. The total number of freshmen in four-year colleges has actually declined. Colleges across the country have room for 110,000 more freshmen, with most of the empty seats found in private schools. The decline in enrollment comes at a particularly bad time: many colleges are just completing large—and expensive—building programs that they started in the booming sixties.

Public colleges are not immune

from the academic depression. They receive about 53 per cent of their income from state and local governments, and many are suffering from a taxpayers' revolt. Some state legislatures are cutting back on funds for higher education; others are dictating ways money can be saved.

Public colleges are under pressure to raise tuition, but many administrators fear this might lose students at the cost of raising dollars. Tuition at public colleges and universities is relatively low, when compared with private colleges, but it still has doubled in the last decade. The National Association of State Universities and Land-Grant Colleges warns that if it keeps going up it could lead to a "serious erosion of the principle of low tuition, which has been basic to the whole concept of public higher education in the United States."

Most college administrators, therefore, are looking to the federal government for help. The Carnegie Commission estimates that the federal government now pays about one-fifth of all higher education expenditures in the U.S.—or \$4 billion a year. The Commission says this must increase to about \$13 billion in five years if the nation's colleges and universities are going to be in good health. It is only problematical whether such an increase will occur.



# Are Alumni Still Important?

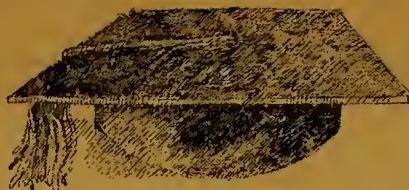
**A**LUMNI may return to the campus for reunions, fund-raising dinners, or occasional visits, but often their closest contact with their alma mater is the plea for money that comes in the mail.

When student unrest erupted a few years ago, however, college administrators quickly realized that alumni could make their opinions felt. Thousands of telegrams and letters flowed across the desks of presidents and deans in the wake of sit-ins and demonstrations; some alumni withheld money even though they had given before, or made their unhappiness known in other ways.

In the campus preoccupation with internal power struggles, alumni and alumnae usually have been bystanders. They are rarely involved in day-to-day life of the campus; unlike students, faculty members, and administrators, they are not present to exert an immediate influence in the struggles that often paralyze a school.

Many colleges now are searching for new ways to involve their alumni, particularly those who feel estranged from the contemporary campus by a growing gulf of manners, morals, and concerns. The impact of alumni, however, will grow as their numbers grow. It probably will be channeled into the following areas:

**As voting citizens:** Alumni will have an increasing influence as voters, as more and more of the questions af-



flecting higher education are decided by elected officials. Even private institutions will receive more financial support from state and federal sources in the next few years. Congressmen and legislatures will, through government loans, grants, and institutional aid, make more and more decisions about who can attend college and where. In the 1980's, colleges and universities may value their alumni as much for their votes as for their dollars.

**As donors:** No matter how much more they receive from tuition or from governments, America's colleges and universities will not have enough unfettered money to do all the things they want to do. Contributions are still the best means of giving them a chance to experiment, to perform with extraordinary quality, and to attract new kinds of students.

**As parents:** Alumni will have vast influence over the education of their children. By encouraging new approaches to teaching—and by encouraging their children to take advantage of them—alumni can help broaden the structure of higher education. They can give their sons and daugh-

ters additional opportunities to appraise their future careers and make more efficient and intelligent use of college and university resources.

**As employers:** Alumni influence the qualifications that are demanded for entry into many jobs. They can help eliminate some of the current educational overkill now demanded for many occupations, and they can provide on-the-job apprenticeships and other opportunities for employees moving up in the system.

**As citizens:** Alumni can lead in efforts to make elementary and secondary education respond to the needs of all children, thereby reducing the burdens placed on colleges to provide remedial help. They can make sure that public education serves the public at all levels.

**As members of a changing society:** Alumni can develop tolerance and understanding for change in their own colleges, and prepare themselves for new opportunities in society.

**As partisans of their colleges:** They can increase their effectiveness by remaining alert to the changes in higher education, placing the changes at their own college in the context of broad structural changes in colleges across the nation.

**As educated men and women:** They should hold on to their faith in learning as a hope of civilization, and their faith in colleges and universities for nurturing that hope.

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The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the persons listed below, the trustees of EDITORIAL PROJECTS FOR EDUCATION, INC., a nonprofit organization informally associated with the American Alumni Council. The trustees, it should be noted, act in this capacity for themselves and not for their institutions, and not all the editors necessarily agree with all the points in this report. All rights reserved; no part may be reproduced without express permission. Printed in U.S.A. Trustees: DENTON BEAL, C. W. Post Center; DAVID A. BURR, the University of Oklahoma; MARALYN O. GILLESPIE, Swarthmore College; CORBIN GWALTNEY, Editorial

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